7/1/68

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FOR IMMEDIATE RELEASE

Massachusetts Education Chief To Head Secondary School Principals Association

WASHINGTON, D.C., July 1--The Massachusetts Commissioner of Education, Owen B. Kiernan, has been appointed executive secretary of the National Association of Secondary School Principals (NASSP) to succeed Ellsworth Tompkins, effective next January 1, the Association president announced today.

Mr. Kiernan, who has been Commissioner for the Commonwealth of Massachusetts since 1957, formerly was an elementary school and junior-senior high school principal and superintendent of schools in the state for 22 years. He holds earned or honorary degrees from seven colleges, has had administrative or trusteeship responsibilities with 25 others, and has carried out educational missions in many parts of the world.

"Owen Kiernan has an enviable educational and occupational background," Delmas F. Miller, NASSP president, said. Mr. Miller, director of University High School at West Virginia University, added that the versatile Massachusetts educator has "a national--even an international--reputation as an outstanding leader not only in education but also in civic and other fields. NASSP will be most fortunate to be under his direction."

Mr. Tompkins, who is retiring, was principal of East Side High School, Patterson, N.J., and chief of the Secondary School Section of the U.S. Office of Education before joining the NASSP staff in 1955. Under his leadership, NASSP has strengthened its instructional program and its membership has grown to 35,000, making it one of the larger departments of the National Education Association.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

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Mr. Kiernan, a native of Randolph, Mass., started his career as a principal in Sandwich, Mass., in 1935. He was superintendent of schools of Wayland-Sudbury-Sherborn District from 1944-51 and in Milton, Mass., from 1951-57.

A former chairman of the Massachusetts Board of Education and State Board for Vocational Education, he is a past president of the national Council of Chief State School Officers and a former director of the Massachusetts Higher Education Assistance Corp. He has been a trustee of the University of Massachusetts, Lowell Technological Institute, Boston Museum of Fine Arts, Boston Museum of Science, and other institutions.

The 54-year-old educator has been a member of the Armed Forces Advisory Committee in Boston and of the First Naval District's Advisory Council on Naval Affairs. He also has been a committee member of the Board of Overseers, Department of Military, Naval and Air Science, Harvard University.

Mr. Kiernan served on an inspection team that studied German schools and universities in 1963 at the invitation of the Federal Republic of Germany. He has just returned from a four-month around-the-world mission, sponsored by the Ford Foundation, in which he has consulted with Ministers of Education and college and university officials in many countries.

Mr. Kiernan earned a B.S. degree from Bridgewater (Mass.) State College, master's degree from Boston University, and doctorate from Harvard University. Honorary degrees have been awarded him by Lesley College, Northeastern University, Stonehill College, and Rhode Island College.

Among the many citations he has received are a Brotherhood Award from the National Conference of Christians and Jews; Distinguished Public Service Award, Boston University; Distinguished Service Award, Council of Chief State School Officers, and Award for Outstanding Achievement in the Field of Education, New England Association of School Superintendents.

He and his wife, Esther, a former teacher, have three children--Joan, Nancy, and John. The Kiernans' live in Milton, Mass.

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7/1/68

June 25, 1968

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Rozanne Weissman

FOR RELEASE:
TUESDAY, JUNE 25, 1968

Classroom Teachers to Consider Resolutions
On Withdrawal of Services, Equality for Women

WASHINGTON, D. C., June 25--Two important new resolutions reflecting the times and the current situation in education have been proposed by the Association of Classroom Teachers (ACT) and will be voted on in Dallas next week prior to the National Education Association annual convention.

The new resolutions concern withdrawal of teacher services, which has attracted increased national attention recently, and equality of opportunity for women.

In the first resolution, ACT, whose more than 900,000 members comprise the majority of NEA's million-plus membership, decries the deplorable conditions in some school systems which have brought about emergency situations forcing teachers to take drastic measures.

The resolution states: "ACT deplores the necessity for any action by teachers that adversely affects the education of children but realizes that teachers may have no choice but to resort to withdrawal of services as the only means of attracting public attention to and correcting conditions in situations where (1) conditions

(MORE)

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make it impossible for teachers to provide quality education, (2) every alternate means to rectify such conditions has been conscientiously explored, and (3) solutions have been proposed but not consummated."

ACT denounces the staffing of schools with untrained, unqualified, or noncertificated persons when teachers withdraw services in an effort to provide better educational conditions.

The Association also expresses concern with increasing evidence of discrimination against women in the school administrative area. The resolution urges teachers to press for evaluation of school board policies to determine the extent to which women have equal promotion opportunity and to take steps to correct any existing discriminatory practices.

It also asks support of federal legislation to provide equity for married women who contribute jointly with their husbands to the social security program but do not draw commensurate retirement benefits.

Also included is one of the strongest ACT statements on urban area problems:

ACT points out that the tax base in many urban areas is inadequate to support a quality educational program, that many school buildings are obsolete or dangerous, that physical plants and educational philosophy may deter a good climate for learning, that salaries and working conditions do not attract teachers skilled in teaching urban youth, and that de facto segregation is on the increase.

The Association then calls for higher than average per pupil allocations in urban areas for increases in staff, buildings, and instructional materials to provide a quality program including compensatory education.

ACT's Representative Assembly meets June 30-July 1 in Dallas Memorial Auditorium to discuss and vote on resolutions before the overall NEA Convention July 2-6.

A working draft of a proposed Teachers' Bill of Rights and Responsibilities will also be presented for evaluation and criticism at the convention. The bill, designed to supplant the platform, is a new approach taken this year. A final version will be prepared, presented, and voted upon at next year's convention in Philadelphia.

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M. Ruth Broom

FOR RELEASE: 9 A.M.
Monday, June 24, 1968

Martha Gable, Philadelphia Schools Publicist,
To Join School Administrators Staff Here

WASHINGTON, D. C., June 24--Martha A. Gable, director of the Division of Radio-Television Education for the Philadelphia public schools, will join the staff of the American Association of School Administrators (AASA) as an editor on July 15, Forrest E. Conner, AASA executive secretary, announced today.

She will edit the Association's newsletter, School Administrator, which will be expanded, and AASA Hotline, a new publication devoted to federal and legislative issues.

Miss Gable was born in Philadelphia and attended the public schools there. She earned a bachelor's degree in education at Indiana University in Bloomington and received her master's degree from Temple University in Philadelphia.

A former teacher in the Philadelphia elementary schools, Miss Gable has had a varied career. During her teaching career, she taught health and physical education and English. Later, she became one of the pioneers in instructional television when she started presenting sports programs over experimental television stations in 1941.

She was the first to develop in-school telecasts, expanding them into a daily schedule utilizing radio and television staffs, the curriculum office and special departmental offices, in cooperation with commercial stations.

Miss Gable has been an innovator in educational television, serving as organizer and planner, as well as co-producer, for some of the outstanding ETV programs to be aired in this country. She has been a consultant for the Joint Council on Educational TV and The Fund for the Advancement of Adult Education.

(More)

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She became a nationally accredited public relations specialist in the Public Relations Society of America and expanded her reporting and news activities by accepting numerous writing and editing assignments with publishers and organizations in the instructional television and education fields.

She has served as delegate and U. S. representative at many international conferences including the International Conference on Educational TV in London in 1954; the Conference of the European Broadcasting Union in Paris in 1967; and most recently, the NEA Department of Audiovisual Instruction's conference in Mexico City in 1968.

Miss Gable is a member of the Board of Deacons of the First Presbyterian Church and the Board of Directors and Alumni Association of Temple University. She is on the Board of Directors of the Philadelphia Council of Girl Scouts and holds memberships in the United Cerebral Palsy Association; the Philadelphia Branch of American Women in Radio and Television; the TV and Radio Advertising Club of Philadelphia; and the World Affairs Council. She is also on the executive boards of the Federation of Women's Clubs, the Philadelphia Council of Christians and Jews, and the Philadelphia Home and School Council. She is an associate member of the National Association of Educational Broadcasters.

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6/20/68

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Howard Carroll

FOR IMMEDIATE RELEASE

NEA Offers Aid To Presidential Commission
Probing Causes Of Violence In America

WASHINGTON, D. C., June 6--In the wake of the tragic death of Sen. Robert F. Kennedy, the National Education Association today offered its "professional resources and services" to the Presidential Commission appointed yesterday to study the causes of violence in the nation.

"As citizens, we share the universal abhorrence of violence," said NEA Executive Secretary Sam M. Lambert in a telegram to President Johnson. "And as teachers--men and women who influence the minds of the young--we recognize the need to place more stress on teaching the meaning of dignity, respect for law and order, and love of humanity," Lambert added.

"The NEA," said the Association's chief executive, "concerned over the growing storm of violence and hatred, yet recognizing the frustrating needs of the poor as well as the justified cry of the minorities for equality, has recently undertaken major steps to explore the social and domestic problems of our time."

These projects include task forces on human rights and urban education, a special program of textbooks on minorities, and studies dealing with the improvement of education for Spanish-speaking children and adults. The Association is presently making a preliminary legal inquiry of complaints that Negro teachers and administrators are being displaced in Georgia's desegregated schools.

Lambert told the President that the NEA is "prepared to lend its vast research facilities and the combined talents of its professional manpower to cooperate in any way with the Commission."

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6/6/68

June 6, 1968

TEXT OF TELEGRAM
TO PRESIDENT JOHNSON
BY SAM M. LAMBERT
EXECUTIVE SECRETARY
NATIONAL EDUCATION ASSOCIATION

"The National Education Association wholeheartedly supports your appointment of a Commission to study the causes of violence in America. This Association of over a million educators offers its professional resources and services to the Commission in this most urgent need.

As citizens, we share the universal abhorrence of violence. As teachers, we are particularly sensitive to the underlying causes of violence--individually and collectively. And as teachers, men and women who influence the minds of the young, we recognize the need to place more stress on teaching the meaning of dignity, respect for law and order, and love of humanity.

The NEA, concerned over the growing storm of violence and hatred, yet recognizing the frustrating needs of the poor, as well as the justified cry by the minorities for equality, has recently undertaken major steps to explore the 'social and domestic' problems of our time.

The Task Force on Urban Education, comprised of national experts on slum schools, is concentrating its studies on the pitiable conditions in urban ghetto communities. A Task Force on Human Rights is coping with the problems of equality for all citizens. The Association has completed studies and is undertaking more, dealing with the improvement of educational standards of Spanish-speaking children and adults, as well as a textbook program on the study of minorities.

The NEA is prepared to lend its vast research facilities and the combined talents of its professional manpower to cooperate in any way with the President's Commission. We commend your selection of the 10 distinguished members of the Commission."

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FOR RELEASE AT WILL

NEA Hails Supreme Court Decision
On Right of Teachers To Speak Out

WASHINGTON, D. C.--The National Education Association has hailed the recent U.S. Supreme Court decision which guarantees the right of teachers to speak out on public issues.

"The NEA agrees wholeheartedly with the court that teachers are the members of a community most likely to have informed and definite opinions on education and that they should be able to discuss their views freely on public issues without fear of retaliatory dismissal," said NEA Executive Secretary Sam M. Lambert.

The Supreme Court held June 3 that a teacher in a public school has the same right to speak out on public issues as a member of the general public. The ruling stems from an appeal by a Lockport, Ill., teacher who was fired by school officials for publicly criticizing them in a letter to a local newspaper.

The limits of First Amendment protection in such a case, said Justice Thurgood Marshall in speaking for the 8-to-1 majority, should be identical to the limits set forth in the Court's landmark 1964 New York Times decision governing libel suits by public figures.

Lambert alluded to an often quoted statement of the NEA's Commission on Professional Rights and Responsibilities which says:

"Free men cannot be taught properly by slaves. Courageous citizens cannot be well educated by scared hired men."

And an Association resolution on The Teacher as a Citizen states:

"Many of the objectives which the organized profession has set for the improvement of education can be achieved only with the active support of its members influencing public decisions. Therefore, the willingness of the teacher to assert himself fully as a citizen, including active political participation, is vital to the pursuit of high quality in education."

# # #

6/5/68

These stories are related to the U.S. Supreme Court decision which guarantees public school teachers the right to speak out on public issues.

THE SUN, BALTIMORE, TUESDAY MORNING, JUNE 4, 1968

TEACHER BACKED ON FREE SPEECH

Court Applies N.Y. Times Rule To Public Dissent

[Washington Bureau of The Sun]

Washington, June 3—A teacher in a public school has the same right to speak out on public issues as a member of the general public, the Supreme Court held today.

By so ruling, the justices in effect paved the way for the reinstatement of a career teacher who was fired by Lockport (Ill.) school officials for publicly criticizing them in a letter to a local newspaper.

Justice Thurgood Marshall, speaking for the 8-to-1 majority, thus extended to teachers the same rights to free speech private citizens enjoy.

The limits of First Amendment protection in such a case, Marshall said, should be identical to the limits set forth in the Court's landmark 1964 *New York Times* decision governing libel suits by public figures.

Not "Reckless" Enough

Accordingly, Lockport school officials would have to show that Marvin L. Pickering, the fired teacher, "knowingly or recklessly" made false statements in the letter that led to his dismissal.

In so ruling, Marshall conceded that Pickering's letter, attacking school board fiscal policies, contained errors of fact, but he denied that they were "reckless" enough to overbalance his rights to free speech.

"The public interest in having free and unhindered debate on matters of public importance" — the key element in the equation set forth in the *New York Times* case — thus becomes the standard for judging the dismissal of a teacher for speaking out in public.

"We conclude," Marshall said, applying the standard to Pickering's case, "that it is necessary to regard the teacher as the member of the general public he seeks to be."

In a partial dissent, Justice Byron R. White stressed that the test of "knowingly or recklessly made" false statements ought to be a firm one.

He objected to a hint in Marshall's opinion that even reckless statements might be protected if it could be shown they had no "harmful effects" on the operation of the school system.

The extent to which the New York Times test protects public employees whose criticism is more pointed or more insulting is unclear.

The justices declined to decide a companion case involving two Alaska teachers who were dismissed for "immorality" after circulating an open letter criticizing their superiors and advocating the ouster of their school superintendent.

Instead, they sent the question back to the Alaska Supreme Court with instructions to apply the standard established today in the Pickering case.

THE NEW YORK TIMES, TUESDAY, JUNE 4, 1968

Justices Extend Teachers' Free Speech Rights

Upset a Dismissal in Illinois Although Some Accusations Against Board Were False

Special to The New York Times

WASHINGTON, June 3—Public school teachers may not be discharged for good-faith criticism of school officials, even if some of the charges are false, the Supreme Court ruled today.

The Court held that such criticism is protected by the free speech guarantees of the First Amendment unless it is knowingly r recklessly made by the employe.

All nine Justices agreed with this extension of teachers' free speech right only Justice Byron R. White dissent the further statement that even knowingly false statements may be constitutionally protected if they do no harm.

As a result, the Court voted unanimously to reverse the conclusion of Illinois courts that Marvin L. Pickering, a high school teacher in Lockport Township, Ill., had been legally dismissed for making false charges against school officials in a letter published in the local newspaper.

The letter contained a broad attack on the Board of Education's policies. The attack included the charges that it had splurged on athletics while economizing on academic facilities, had been less than honest in statements to the public and had kept the teachers in a "kind of totalitarianism."

The Illinois courts found, and the Supreme Court today agreed, that many of the accusations were false.

However, the opinion by Justice Thurgood Marshall held that public school teachers, and by implication other public employes, are protected by a First Amendment principle that encourages open criticism of public officials' acts.

The Court extended to school teachers a constitutional doctrine that was announced by the Court in 1964 in a decision called New York Times v. Sullivan. In that case and subsequent ones the Court has sought to encourage robust debate by holding that the news media cannot be made to pay damages for libeling public officials, so long as the false statements were not made knowingly or recklessly.

Teachers Protected

Justice Marshall extended the same protection to teachers on the ground that they have knowledge of the needs of education and "it is essential that they be able to speak out freely on such questions without fear of retaliatory dismissal."

The opinion noted that Mr. Pickering's criticism had not been directed at his immediate superiors, and thus was not a direct threat to discipline.

The Supreme Court returned the case to the Illinois courts to determine whether or not the falsehoods had been published recklessly or intentionally.

In a related action the Court directed the Alaska Supreme Court to reconsider the case of James A. Watts and Walter B. Blue, two teachers who were dismissed after they had circulated an open letter to the school board listing teachers' grievances.

John Ligtenberg of Chicago argued for Mr. Pickering. John F. Cirricione of Joliet argued for the school board.

June 5, 1968

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Robin Dorr

FOR P.M. RELEASE
WEDNESDAY, JUNE 5, 1968

NEA Calls On Affiliates To Develop Summer Programs For Children In Inner City

WASHINGTON, D. C., June 5--The National Education Association today urged its urban and state association affiliates to set urban education as a priority and to develop immediate plans for voluntary summer programs for disadvantaged children in the inner cities.

Stressing the urgency of reform in the urban educational systems, Irvamae Applegate, chairman of the newly formed NEA Task Force on Urban Education, called on all of the presidents and executive secretaries of NEA's state and local urban associations to organize commissions or groups to "engage actively in planning programs designed to solve urban education problems." Mrs. Applegate is immediate past president of NEA and is now dean of the School of Education, St. Cloud State College, St. Cloud, Minn.

Following recommendations by the Task Force and approved by the NEA Executive Committee, the 1.1 million-member organization of educators asked its affiliates to take immediate steps to: (1) develop voluntary summer programs for children and youth, and (2) develop Job Corps-type programs for older students with private industry, the Office of Economic Opportunity, local school boards, and other groups.

"The organized profession has a special responsibility to exercise leadership in establishing constructive programs for urban youth," Mrs. Applegate emphasized.

(More)

Commending those who already have programs underway in the field of urban education, Mrs. Applegate offered the services and help of the NEA and its Task Force to initiate or expand efforts to improve education in the inner city.

The NEA offered its members suggestions on how they could immediately begin to fill the needs of disadvantaged children, among them being the feasibility of keeping the schools open year-round.

Supporting a plan proposed by the President's Council on Youth Opportunity (PCOYO), the NEA urged that schools be kept open for recreational, vocational and educational purposes 12 months of the year. The PCOYO stresses the mobilization of community resources, and suggests that funding for this effort could come from Title I of the Elementary and Secondary Education Act of 1965.

Forrest E. Conner, executive secretary of the American Association of School Administrators, a department of the NEA, applauded the concept of year-round schools, and declared:

"It can mean that the schools do their part toward providing meaningful opportunities for young people by making available school playgrounds, gymnasiums, and shops, as well as supervision and specialized resources."

Among suggestions for summer programs proposed by PCOYO are:

- Remedial classes and other formal educational activities, including physical education.
- Vocational shops--particularly for youths who like to work on their own cars--printing, woodworking and other do-it-yourself projects.
- Home economics projects for girls.
- Coordination of youth programs with Neighborhood Youth Corps and the Mayor's Council on Youth Opportunity.

# # #

6/5/68

June 3, 1968

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Mel Hayes

FOR IMMEDIATE RELEASE

Principals' Association Granted Million Dollars
For Experimental "Schools of Tomorrow" Project

WASHINGTON, D. C.--All of the major practical new ideas in secondary school education will, for the first time, be gathered into a single school, starting this fall, the National Association of Secondary School Principals (NASSP) announced today.

Actually, this comprehensive approach to innovation will proceed simultaneously in seven schools under the $1,033,000 grant from the Danforth Foundation of St. Louis, according to Ellsworth Tompkins, executive secretary of NASSP, a department of the National Education Association.

These model schools, to be selected soon--schools which could become prototypes for 21st Century education--will be located in various sections of the nation. Some will be public schools, others private. Several will be inner-city schools serving disadvantaged children.

Much of the seven communities may become a classroom. For example, a student may spend several hours weekly for a month or two at a local industry. There he will study and operate a particular machine that the schools do not have. Some students may work at museums, business offices, institutes, or social agencies. Quite unlike traditional field trips, these will be individual learning situations arranged--and sometimes contracted for--by the schools.

The NASSP plan does not contemplate spending more tax money for education but rather, spending it differently. The goal: A greater impact on pupil learning for each dollar spent.

Director of this comprehensive approach to school innovation will be J. Lloyd Trump, NASSP associate secretary. A recognized leader in the vanguard of educators exploring new ways to provide quality education, his report on one aspect of this field is popularly known among educators as "The Trump Plan."

(More)

"Although innovations have become a passport to status in education in recent years, they actually have been disappointing," Mr. Trump says. "One school adopts team teaching and flexible scheduling, another emphasizes teacher aides, still another features independent-study programs. But not one school has incorporated all, or even most, of the major developments in a systematically related total program. Thus the potential gains in one area are cancelled out by time-worn practices in another."

Each model school will feature the "whole works," including team teaching, teacher aides, and independent-study programs. There will also be realignment of responsibilities for principals and their assistants; curriculum reorganization; varied student grouping, with small groups predominant; flexible scheduling of class periods--some long, some short; extensive independent study by pupils, often in school centers, with greater reliance on community agencies and other outside resources as direct roads to learning; and other mid-century new ideas that have been found workable as well as exciting.

Careful evaluation of results will be an important feature of the five-year project, Mr. Trump emphasized. He is confident this overall approach to previously fragmented educational change will prove, as the Gestalt psychologists say, that "The whole is more than the sum of the parts."

Noting, in effect, that innovations are nothing new for many education leaders and that considerable know-how has been accumulated, the NASSP staff member declared:

"We no longer need to fear such straw men as community opposition, teacher reluctance, or the regulations of accrediting bodies or state departments of education. We may state clearly and confidently the criteria for developing and judging comprehensive innovative programs such as we are now launching." The NASSP official and his co-workers will orient the principals and their teachers for their new roles, and will provide consultation during the entire five years. Here are some things that may happen in those seven schools:

First, principals will spend more time--about three-fourths of their typical 50-hour work-week--on improvement of instruction.

(More)

But how, in 13 hours a week, can they cope with the many problems arising in such areas as discipline, attendance, pupil activities, plant management, pupil transportation, office management, cafeteria operation, public relations, teacher militancy?

By having reliable assistants in administration, external relations, personnel, and activities. In a school with 2,000 students, there may be all four specialists, each at a salary level lower than assistant principals. A 300-student school might hire one person who could handle all four areas.

Teachers will supervise a variety of less costly assistants, too. Persons such as college-trained housewives, upperclassmen in teacher education programs, and retired teachers will assist in instruction. High school graduates with such skills as typing, duplicating, and record keeping will be clerks. Housewives lacking clerical skill or subject-matter training will serve as general aides.

This team of assistants will allow teachers time to assess the teaching-learning situation, prepare better for instruction periods, and weigh results more carefully. They will spend some time conferring with colleagues and working with the independent study centers, a key feature of the innovative approach.

"Teachers need to be free about half of the school day so they can further their own education and perform better the activities which innovations require," Mr. Trump asserts.

Once or twice a week the typical teacher will instruct large groups. He will attempt to motivate these students, provide needed information not readily available elsewhere, and make assignments.

Frequently he will sit in with groups of from 10 to 15 children. The students may be learning not just facts but also such skills as how to talk effectively to each other, how to listen, how to discuss--and to respect each other in the process.

Each teacher will serve as teacher-counselor to about 35 pupils. In this role he will help pupils referred to him by the supervisors of the independent study centers.

(More)

This illustrates the expanded role that teachers can assume in the instructional program when they are aided by a variety of assistants, Mr. Trump said. It will cost no more to operate a school in this manner, he added, than the conventional school where teachers spend most of their time instructing regular classes and have no assistants. He noted that many of the auxiliary personnel are needed only parttime and are at lower pay levels than professional staff members.

For the student, being enrolled in a full-fledged innovative school will mean spending about 60 per cent of his time "on his own," but under limited supervision, much of that time in the special independent study centers set up in the schools.

"'Independent study' as I view it," Mr. Trump explained, "is simply what pupils do when their teachers stop talking. Sometimes it is done individually, more often in various sized groups. It may include reading, viewing, listening, writing, thinking. It may be doing both what their teachers require and what might be described as 'creative' or 'in depth.'"

To finance those innovations that require additional outlays, Mr. Trump advocates "better utilization of the 'things' of education--the buildings, the equipment and supplies, as well as present funds."

Observing that the modern concept moves much learning beyond the school, he says "we must save money on school buildings and grounds so as to upgrade the quality of learning by addition of essential educational equipment and supplies that require more funds."

Mr. Trump's diversified background prepares him well for overseeing the new comprehensive project. A public school teacher and administrator in Indiana and Illinois for 18 years, he was then a professor of education at the University of Illinois for 12. He was a Fulbright lecturer in Pakistan in 1953-54 and worked on experimental projects in team teaching and flexible scheduling in Sweden in 1962 and 1964.

(More)

During recent years he has helped direct the Administrative Internship Project "to help reeducate teachers in schools retooled for modern education." NASSP launched the project in 1963 and the Ford Foundation granted $750,000 in 1965 for its continuation.

In the late 1950's, Mr. Trump was director of the NASSP Commission on the Experimental Study of the Utilization of Staff in the Secondary Schools. His report on the Commission's findings, "Focus on Change: Guide to Better Schools," still is referred to as "The Trump Plan."

The Danforth Foundation, which is supporting the new NASSP demonstration, was created in 1927 by the late Mr. and Mrs. William H. Danforth of St. Louis. Its purpose is to strengthen education, through its own programs and through grants to schools, colleges, universities, and other educational agencies.

6/3/68

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FOR RELEASE: SUNDAY,
June 2, 1968

Ford Foundation Funds NCTEPS
Depth Study of Teacher Corps

WASHINGTON, D.C., June 2--A grant of $151,748 for a comprehensive study of the Teacher Corps has been awarded by the Ford Foundation to the National Commission on Teacher Education and Professional Standards (NCTEPS), a unit of the National Education Association.

"External evaluation is better, whether government or other money pays for it," according to Roy A. Edelfelt, executive secretary of NCTEPS. "A study by an outside group, with no strings attached to the Office of Education or other vested interests, means there is less chance of a whitewash job. The findings will be more believable to the educational establishment."

Principal investigator for the 2 1/2-year project will be Ronald C. Corwin, associate professor of sociology, Ohio State University. Its advisory committee will consist of two social scientists with research experience in this or related problems, an educator who works with disadvantaged children, a non-educator involved with rural and urban slum communities, and two persons with direct knowledge of local Teacher Corps operations.

The study will concentrate on a representative sample of Teacher Corps sites and will examine:

- Selection of Teacher Corpsmen, and their changing role conceptions.
- Influence of Teacher Corps interns on interaction patterns among teachers and students.

(More)

- Impact of the Teacher Corps on school and college teacher-training programs.

Because the Teacher Corps deals with two key problems in public education today--the education of underprivileged children and the changing education of the teacher--the NCTEPS staff feels that this study will have vital implications for the entire field of teacher education.

"It can help identify the circumstances under which this and similar programs can succeed or fail," Mr. Edelfelt says. "It can provide ideas for new departures in regular teacher-training programs as well as future Teacher Corps programs. It can compare the retention rate in the Corps with other teacher education...to find out whether some programs develop higher commitment than others. We see the Teacher Corps as a fertile laboratory for measuring the impact of a concerted effort at innovation in teacher education."

The interviewing portion of the project will be conducted during the 1968-69 school year by 15 nationally recruited and specially trained graduate students, supervised by an experienced researcher.

# # #

6/2/68

May 29, 1968

NEWS from the National Education Association
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FOR RELEASE AT WILL

NEA To Investigate Complaints
Of Discrimination Against
Negro Educators In Georgia

WASHINGTON, D. C.--The National Education Association has announced that it will conduct a preliminary legal inquiry of complaints that Negro teachers and administrators are being displaced in Georgia's desegregated schools.

NEA Executive Secretary Sam M. Lambert told newsmen in Atlanta on May 28 that the investigation will be conducted in response to a request by Homer E. Tate, Executive Secretary of the predominantly Negro Georgia Teachers and Education Association.

Lambert said a team of NEA and GTEA lawyers will begin within a week its probe into charges that "Negro principals and teachers are being displaced in large numbers through desegregation of schools."

"The purpose of the preliminary inquiry is to see if the evidence available justifies a statewide investigation, court action on specific cases, or both," explained Lambert.

The NEA executive said the 1.1 million-member organization of educators has received several complaints recently that a Negro is never picked for the principalship in a desegregated school with a significant number of white pupils.

# # #

5/31/68

May 28, 1968

News from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4855

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

College Scholarships of $250 Each Awarded to 25 Science Students

WASHINGTON, May 28--Twenty-five science students from 12 states and the District of Columbia have won $250 scholarships for their outstanding reports of scientific investigation in the 11th annual Future Scientists of America Awards (FSAA) program conducted by the National Science Teachers Association (NSTA). The announcement of the 25 recipients and winners of additional prizes and honorable mentions, was made today by NSTA Executive Secretary, Robert H. Carleton.

Besides the scholarship winners, 20 winners in each group, grades 7-8, 9-10, and 11-12 have been chosen from 11 geographical regions. These 660 students have been recognized with bronze FSA plaques and their schools have received recognition certificates. Over 2000 honorable mention awards have been presented to other students also.

A major objective of the FSAA program is to give students the opportunity to present the results of their research investigations in a manner similar to papers prepared by research scientists. It is further designed to foster research techniques by stimulating and encouraging students to develop science and mathematics activities under the guidance of their teachers.

(more)

Contest participation was open to any student from the seventh through 12th grades in public, private, or parochial schools of the 50 states and U. S. territories. The entries were handled by regional chairmen and the scholarship winners were selected by a national judging committee.

The FSAA program is co-sponsored by a number of scientific, engineering, and technological societies and trade associations. Those participating are: American Cancer Society, American Chemical Society, American Dental Association, American Meteorological Society, American Nuclear Society, American Petroleum Institute, American Society for Metals, National Association of Corrosion Engineers, Society for Non-Destructive Testing, and Society of Naval Architects and Marine Engineers. The program is approved by the National Association of Secondary School-Principals.

Scholarship winners and their teachers are:

California:

Sue Bumiller (11th grade), San Bernardino High School, San Bernardino, "Effects of Ricin (Castor Bean Poison) on the Viscera of Rats." Mrs. Olive Petty, teacher.

Robert Cahn (11th grade), Menlo-Atherton High School, Atherton, "A Geodesic Representation of Lobatchewsky's Geometry." Mr. Harry K. Wong, teacher.

Steven Carlin (12th grade), Herbert Hoover High School, Glendale, "The Metabolism of a Facultatively Autotrophic Ammonia-Oxidizing Nova Species of Bacteria, Nitrosomonas Organophila." Mr. Gene Anderson, teacher.

Phyllis Monroe (12th grade), Marymount High School, Palos Verdes Estates, "An Analysis of the Food Value of the Pyracantha Berry." Mother M. Claret, RSHM, teacher.

Florida:

James Joyce (12th grade), Coral Gables Senior High School, Coral Gables, "Cellular Accretion of Calcium with Subsequent Membrane Impermeabilization as a Senescent Factor in Philodina Roseola." Mr. Walter Bowlby, teacher.

Michael Machtey (12th grade), Coral Gables Senior High School, Coral Gables, "New Analytical Techniques of Microelectrophoresis Applied to Interaction of Antibodies with Human Erytheocytes." Mrs. Sara Knupp, teacher.

Myron Mass, (11th grade), Coral Gables Senior High School, Coral Gables, "X-Ray Studies of Mixed Oxide Systems." Mrs. Sara Knupp, teacher.

Raymond Roy (12th grade), Robert E. Lee Senior High School, Jacksonville, "3d Electrons in Transition Metal Complexes." Miss Dorothy Thomas, teacher.

Georgia:

Jimmy Gibson (11th grade), Jordan Vocational High School, Columbus, "Finding Orbital Velocity." Mrs. Richard Gunter, teacher.

Iowa:

Michael Lee Wonio (12th grade), Bettendorf Senior High School, Bettendorf, "A Working Model of the Structure of Liquid Water." Mr. Donald A. Schaefer, teacher.

(more)

Maryland:
William Murray (11th grade), Walter Johnson Senior High School, Rockville, "The Stability of Radioactive Equilibria." Mr. Lewis Sanford, teacher.

Massachusetts:
Michael Wojcik (12th grade), Durfee High School, Fall River, "Calorimetric Study of Phase Equilibrium in the Ternary System - Magnesium Sulfate, Urea, Water." Mr. Armand Dallaire, teacher.

New Jersey:
Douglas MacPhillamy (11th grade), Madison High School, Madison, "The Effects of Thymus Extract on Insect and Mammalian Growth." Miss Louise Taney, teacher.

New York:
Deborah Chase (11th grade), Bronx High School of Science, New York, "Production, Isolation and Analysis of Interferon in Microorganisms." Mr. Kenneth Bobrowsky, teacher.

Leonard Gordy (12th grade), Rome Free Academy, Rome, "The Effects of a Plasma on the Transmission of MicroWaves." Mr. Joseph Palombi, teacher.

Shelden Pirotin (11th grade), Bronx High School of Science, New York, "The Development of the Betta Spleneens." Mr. Kenneth Bobrowsky, teacher.

Michael Zasloff (11th grade), Bronx High School of Science, New York, "The Role of Amino Acids in the Regeneration of Planaria." Mr. Meyer Gottlieb, teacher.

Ralph Zuckerman (12th grade), Brasmus Hall High School, Brooklyn, "A Study of Fluorescence as a Chemical and Physical Phenomenon." Mr. Thomas G. Lawrence, teacher.

Ohio:
Judy Rygalski (12th grade), Lourdes Academy, Cleveland, "A Biochemical Study of Blood (with an Introductory Study of the Blood Disease, Pernicious Anemia)." Sr. Mary Myles, teacher.

Texas:
Marshall Fein (11th grade), Henrietta M. King High School, Kingsville, "The Chemistry of and Ozone-Oxygen-Methane Flame." Mr. J. Frank Banta, teacher.

James Logue (12th grade), Henrietta M. King High School, Kingsville, "An Investigation of Factors Affecting Plasma Dynamics." Mr. J. Frank Banta, teacher.

Virginia:
Alan Creutz (12th grade), McLean High School, McLean, "An Amateur Botanical and Zoological Study of 13,328 Acres." Mrs. Martha Walsh, teacher.

Joyce Howell (12th grade), Stewartsville High School, Goodview, "Inherited Tail Lengths of Manx Cats." Mrs. Pearl Crowegy, teacher.

Washington, D. C.:
Karl Miller (11th grade), Woodward School for Boys, Washington, D. C., "Electron Paramagnetic Resonance." Mr. Milenko Phillips, teacher.

Wisconsin:
John Schaefer (12th grade), North High School, Sheboygan, "The Effect of a Cancer Chemotherapeutic Agent, 5-Fluorouracil, on Escherichia Coli." Mr. Carl Enger, teacher.

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May 23, 1968

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Counseling and Curriculum Are Among Key Elements In Oakland's School Discipline Problems, Report Says

WASHINGTON, D. C., May 23--The Oakland (Calif.) public school system, sorely plagued by student discipline problems, must recognize that its successful educational program of the 1930's fails to meet today's needs, an investigative report by the National Education Association and the California Teachers Association emphasizes.

The report released today notes that some teachers who were interviewed asserted they must be given the right to strike unruly students without fear of administration reprisal. More teachers and other school personnel, however, stressed that the answer to disciplinary problems lies in constructive approaches such as improved counseling, a more meaningful curriculum for the noncollege-bound, reduced class size, and greater community understanding and financial support.

Meanwhile, the Oakland Education Association last week imposed sanctions against the school board and warned that more drastic action will be taken in the future--a request for state and national sanctions within 45 days or failure to report for the new school term in September, if the impasse is not resolved by either of those dates.

"The potential for developing a fine modern school system is present," the report declares, "just as surely as is the civic force that built the new county coliseum complex and other public improvements."

The report, titled "A Community in Transition With a School System Too Slowly Adapting," explains that the new Oakland-Alameda County Coliseum complex cost $150 million. The coliseum and "a new museum center, a new golf course, new shops and restaurants and public buildings, and a new Bay Area rapid transit system bespeak prosperity," even though it may be more hoped for than achieved.

(More)

But today the city's image, instead of profiting from "a fine modern school system," bears the tarnish of school violence. The school administration listed 30 "actual assaults on teachers" during a portion of a recent school year. One large high school experienced a riot in which several teachers and students were injured.

After talking with persons from several Oakland schools, the NEA-CTA special committee said: "Victims had frightening memories of violence, and many teachers expressed fear of violence."

A major ingredient in the discipline problem, the eight-member investigative team found, was frequent lack of firm support for the teachers and principals by parents and the community. One principal asserted the situation is better in the "flat lands" near the water front where up to 75 per cent of the pupils are Negro than in "the hills" where white pupils predominate; status, like the elevation, is progressively higher; and schools--according to some--are better.

"I'm finding in the middle classes greater grudges and pressures," the principal said. "You may request a conference with a parent and find yourself confronting the parents and their lawyer. You don't get community groups in the hills to give you as much support in dealing with their children as you get in the flat lands."

Most of the teachers and educators agreed that "devising more punishments is not the answer to discipline, motivation is"--whether in the flat lands or the hills.

Motivation for many students in Oakland, the first major California school system to have a majority of Negroes, lies in providing a school program that is relevant for youth who will never go on to college. One reflection of the need for appropriate vocational training is the fact that the schools have sometimes been disrupted by "drop-ins"--disinterested young people of school age who have dropped out of school but return occasionally to stir up trouble.

The report recommends that teachers "recognize that the real frontier in education today lies not with the college-bound student, but rather with the successful education of the disadvantaged, whether they be poor or members of minority groups or culturally and socially deprived."

(More)

Improvement in the teaching of reading, more classes for disturbed children, and a "cooling off room" for temporarily upset children were among other suggestions by persons interviewed.

A key person in motivating pupils, the report emphasizes, is the counselor, and in Oakland his caseload is "fantastically high." Sixty per cent of his time is spent on paper work. When his caseload is lowered, he often must take on other duties.

Noting that "to the student, the school is his teacher," the report points out that a part of the discipline problem is the fact that many urban teachers are suburban residents who are unable to understand their pupils. The teacher dropout rate is high, and this turnover "is as much a sign of troubled conditions as is truancy."

Oakland teachers, the report adds, must be given--and accept--opportunities for comprehending "in depth the needs and problems of culturally different groups."

Discipline problems often are related to overcrowding in the 68,000-student public school system. The principal of a 2,000-pupil school, designed for 1,200, said he felt he was "sitting on a keg of dynamite."

The special committee recommends that the school administration indicate clearly to everyone that they believe, as one Oakland citizen phrased it, "education of poor kids is really important." The team suggests that the administration consult other school systems that have had experience with disciplinary problems and mass crisis situations, such as Washington, D. C., and New York City.

The NEA-CTA committee recommends that the school board foster increasingly meaningful discussion between teachers and the board and administration.

"No present-day school system," the report says, "can operate efficiently unless its teachers are recognized as adult, professional people, important enough to be listened to with respect and to be encouraged to share their ideas, their experience, and their creative abilities."

The investigation was conducted under the direction of the NEA's Commission on Professional Rights and Responsibilities. Dr. Richard B. Kennan is PR&R executive secretary.

# # #

5/23/68

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FOR IMMEDIATE RELEASE

NEA Reorganization Aimed At
Improving Teacher Services

WASHINGTON, D.C.--The National Education Association has announced plans for a major staff reorganization program aimed at providing expanded teacher services for the association's 1.1 million members and its 8,833 local and state affiliates. The restructure becomes effective June 1.

Under a streamlined organization chart tailored to meet more effectively the association's complex problems and those of the education community, the reorganization plan increases the cabinet from eight to 12 members.

In calling attention to the swift educational advances of the past decade, NEA Executive Secretary Sam M. Lambert said the nation's largest professional organization "has to change to keep it viable, fast moving, and aggressive in order to provide imaginative programs and services to teachers during the crucial years ahead."

Promoted to the new high ranking posts of associate executive secretary are Cecil J. Hannan, assistant executive secretary for professional development and welfare, and Allan M. West, assistant executive secretary for field operations and urban services.

Elevated to cabinet rank status of an assistant executive secretary are Margaret Stevenson, executive secretary, Association of Classroom Teachers; and Glen E. Robinson, director of research, who will become assistant executive secretary for research.

(More)

The other new cabinet level posts authorized are assistant executive secretary for economic services and an assistant executive secretary for human rights. These positions have not been filled.

Completing the eight-member cabinet level of assistant executive secretary are John M. Lumley, assistant executive secretary for legislation; Lawrence G. Derthick, assistant executive secretary for professional development and instructional services; John D. Sullivan, assistant executive secretary for communications and public relations; and Richard E. Carpenter, assistant executive secretary for business services.

Mr. Lambert and Lyle W. Ashby, deputy executive secretary, complete the expanded cabinet.

Mr. Hannan and Mr. West will have widespread responsibilities under the reorganization.

Mr. West, as associate executive secretary, will be responsible for internal administrative policy including coordination of legislation, communications and public relations, professional development and instructional services and the center for human rights.

The regional field offices, under Mr. Hannan, will be increased from eight to eleven, bringing the NEA closer to its members in all sections of the country.

The Association of Classroom Teachers will coordinate staff operations for the NEA through Mr. Hannan.

The three new regional offices will cover states in the Northwest (Seattle); Mid-Central (Kansas City, Mo.); and Mid-Atlantic (Washington, D. C.). The present regional offices are: East Coast (Trenton, N. J.); Midwest (Indianapolis, Ind.); Mountain States (Englewood, Colo.); New England (Boston); North Central (St. Paul); Southeast (Atlanta); Southwest (Dallas); and West Coast (Burlingame, Calif.).

The reorganization action was taken May 11 by the NEA Executive Committee.

5/15/68

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FOR IMMEDIATE RELEASE

NEA and Southwest State Affiliates
Protest Federal Cuts in Bilingual Program

EL PASO, Tex.--A campaign to expand bilingual education beyond "mere tokenism" in America's public schools was launched here this week at an emergency convocation co-sponsored by the National Education Association (NEA) and five state teacher and education associations in the Southwest.

The goal: to defeat Johnson Administration efforts to cut the new Bilingual Education Act down to a $5 million program next year instead of a $30 million effort as authorized by Congress.

In a militant mood, the 621 delegates unanimously approved a resolution introduced by the California delegation which pledged an intensive political and public relations drive against the proposed "emasculation of legislation which offers 5.5 million Spanish-speaking Americans their first real opportunity to enter the mainstream of the nation's life."

The resolution declared that "bilingual education is currently being provided on a very minimal basis to a relatively few children in relation to the total problem." It said "vigorous federal financial support is necessary because state and local governments are unable to adequately provide the financing necessary for the kind of bilingual education which is so badly needed."

Sen. Ralph W. Yarborough (D-Tex.) ranking member of the Senate Education Committee and author of the bilingual act, pinpointed the problem with a quick review of key statistics:

- There are 3 million children "who need assistance through bilingual education programs, but under Titles I and III of the Elementary and Secondary Education Act only 142,000 are receiving assistance."

(More)

If the bilingual act were funded at the authorized limit of $30 million, it would be possible to aid only an additional 215,000 children. But if the Administration has its way, this figure would be cut down to 35,000.

Yarborough offered this bitter comment: "There are few words which adequately characterize the Administration's request: 'pathetic','shortsighted', and 'tokenism' are a few."

The Texas senator attacked what he called "invidious" and "repressive" state laws which prohibit the teaching of subjects other than foreign languages in any language but English. He congratulated California for removing its "English only" law from the books last year. But he noted that Colorado, Arizona, and Texas have yet to make the change. (Arizona claims a loophole permits the "English only" clause in the state constitution to be effectively bypassed.) "In Texas," he said, "there are still instances of children being punished by whipping just for speaking Spanish anywhere on the school grounds."

NEA President Braulio Alonso charged that the "educational deficiencies" suffered by Spanish-speaking children in the public schools constitute a "national disgrace."

Alonso urged the use of bilingualism--instruction in both Spanish and English--to alleviate the problem. Curriculum should be revised, textbooks with anti-Spanish bias should be rewritten and the "track system" reoriented. The "track system," he said, combined with the use of standardized tests which Spanish-speaking children cannot read or understand, contributes heavily to their failure.

Armando Rodriguez, chief of the Mexican-American Affairs Unit of the U. S. Office of Education, disclosed some of the directions of the yet-unpublished guidelines of the new bilingual law. The programs, he said, will include pupils from age 3 to 18. Stress will be placed on "exemplary pilot and demonstration projects."

Delegates were disturbed by an almost total lack of public understanding of what is meant by bilingual education. Rodriguez offered an easily-understood definition. "Bilingual education means the opportunity to teach the child educational concepts in all phases of the curriculum in his mother tongue while he is learning English," he said.

(More)

Rodriguez continued, "This means we are preventing his educational retardation while reinforcing his language and his culture. It is not foreign language teaching--and it is not done by foreign language teachers. It is the teaching of arithmetic and science, and history by teachers who speak the pupil's mother tongue. It is the teaching of English as a second language at the same time. Its basic premise is that of daily instruction in the mother tongue as a language and through the mother tongue as the medium of instruction for all students who are not native speakers of English."

Rodriguez predicted that 100,000 bilingual teachers will be needed by 1970.

Grant Sawyer, former governor of Nevada and legal counsel to the Education Commission of the States, warned that "we have a selling job to do, and this takes us in many respects out of the field of ideology and philosophy and into the field of cold, hard businesslike public relations--an area in which educational aims so frequently fail."

Stanley J. McFarland, the NEA's deputy assistant executive secretary for legislation and federal relations, urged the conference delegates to contact their congressmen and press hard for adequate funding of the bilingual act. "We've got to try," he said. "If we don't, I can guarantee we will not get anything."

Keynote speaker was Maria Urquides, presently NEA director for Arizona and dean of girls at Pueblo High School, Tucson, Ariz.

The convocation was organized by the NEA Legislative Commission. It was co-sponsored by the state associations of California, Texas, Colorado, New Mexico and Arizona. It will be followed by a series of local conferences--all stressing the need for full funding of the bilingual act.

The convocation was held May 12-13.

5/15/68

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FOR IMMEDIATE RELEASE

How Safe Is the School Bus Trip
For 17 Million Children Per Day?

WASHINGTON, D.C., May 10--With nearly 17 million youngsters riding the school bus every day, their parents are bound to wonder from time to time about the safety of the vehicle, the competence of the driver, the discipline aboard, the protection at bus stops, and most disturbing of all -- the occasional school bus accident.

A new 350-page report, A Study of School Bus Safety, prepared by the National Education Association's Commission on Safety Education addresses itself to these questions and many others. The Commission prepared the study for the National Highway Safety Bureau, U. S. Department of Transportation.

Transporting students to and from school is not a modern phenomenon, says the report, pointing out that it began as early as 1840 in Massachusetts. But school transportation statistics have grown to massive proportions in the last 20 years, and are expected to grow more. By 1978, says the report, the annual public expenditure for school transportation may be more than $1 billion with 270,000 buses carrying 22 million students each day.

There is need, therefore, says S. A. Abercrombie of the Safety Commission, for much more short-range and in depth research into all aspects of school transportation, including the ways in which accidents are reported.

Some recent accounts have suggested, he said, "that school buses are grossly inadequate and that pupil transportation is extremely hazardous."

The accounts, he said, came on the heels of a report of experimental school bus collision tests conducted by the University of California at Los Angeles, and the National Safety Council report of a threefold increase in one year in the total number of school bus accidents.

(more)

Abercrombie calls for an accurate accounting process in accident reporting procedures "to replace the present archaic projection of national totals based on incomplete state reports."

"For example," he went on, "in 1966, 44 states reported 11,770 school bus accidents, a figure that was far lower than the widely reported national estimate of 34,000."

The report calls for studies of state and local responsibilities for the safety, efficiency, inspection, and management of school bus transportation; for an analysis of bus-related hazards; for probes of worthwhile student use of time while being transported, including instruction in traffic safety; along with more research on the school bus driver's preparation for his job and his responsibilities for maintaining discipline and coping with emergencies.

It also urged that in depth, long-range studies be made of school bus accidents, manpower needs, and the application of computer technology to school transportation.

# # # #

Note: The complete report, A Study of School Bus Safety, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Price is $3 per copy.

5/10/68

May 6, 1968

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FOR IMMEDIATE RELEASE

Association Issues First Nationwide Listing Of Faculty Vacancies in Two-Year Colleges

WASHINGTON, D. C., May 6--Want a college teaching position in police science, Chinese and Japanese, data processing, fashion design, earth science, or aviation mechanics?

Or maybe psychiatric nursing, voice and piano, religion, or welding and metallurgy?

Well, how about inhalation therapy, micro-biology, fluid power, radio and TV repair, anthropology, or real estate?

These are among some 2,000 vacancies in two-year institutions next school year which have just been reported by the National Faculty Association of Community and Junior Colleges (NFACJC). The association, which was formed only a year ago, is a special project of the National Education Association.

There are many openings, too, in such basic fields as English, mathematics, chemistry, and history.

"Adequate staffing with qualified personnel is the most challenging problem facing these colleges in the next few years," Robert W. Miner, NFACJC executive director, said. "We believe this pilot project, which lists vacancies in about 190 institutions, will be an important first step in removing barriers to a 'national market' for recruitment and placement in this burgeoning field."

The colleges, listed by regions, range geographically from Humacao Regional College, Humacao, Puerto Rico, to Mauna Olu College, Paia, Maui, Hawaii. And in between are a lot of other thriving two-year colleges unfamiliar to many people--ones like Massasoit Community College, North Abington, Mass.; Sandhills Community College, Southern Pines, N. C.; Rainy River State Junior College, International Falls, Minn.; College of DuPage, Naperville, Ill.; Arapahoe Junior College, Littleton, Colo.; and Clackamas Community College, Oregon City, Ore.

(More)

One institution reports maximum salaries of $22,000 a year, with three others listing a maximum of $20,000 or more and one specifying "no ceiling." Lowest minimum salary listed is $4,800, while five other colleges have lows under $6,000.

A master's degree is required by most of the colleges, although a few accept the bachelor's degree as a minimum. Cottey College, Nevada, Mo., and Cayey Regional College, Cayey, Puerto Rico, require the Ph. D. for the positions in which they have vacancies.

Many of the 80,000 present faculty members likely would mention as advantages of teaching in two-year colleges the smaller size of these institutions compared with major universities, the generally smaller cities and towns in which they are located, the lighter traffic, and the more relaxed pace in the communities. Miner, however, prefers to base the institutions' appeal on broader grounds.

"This is an exploding field," he declared. "Seventy-four new junior and community colleges were established last year alone, and the average over the past five years has been one new institution a week. Almost two million students already are attending these two-year colleges and by 1972 about 3 million will be enrolled. Our teachers have good reason for feeling they are at the very heart of this nation's commitment to mass education beyond the high school."

Noting the local community influence of junior and community colleges, now located in all 50 states, Miner said: "We believe our faculty members are involved not merely with an educational agency but with an agency of social change."

The NFACJC executive termed the two-year institutions "the last seat of real college teaching."

"Our faculty members do little research, and they write little for professional journals," he explained, "but they teach extremely well, and consider teaching to be their primary function."

After this current trial run with listing of faculty vacancies, NFACJC may expand its recruitment-placement service. One possibility, Miner said, is the extension of NEA*SEARCH, a computer-based locator service operated by the National Education Association, to serve two-year college faculties.

# # #

5/6/68

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FOR IMMEDIATE RELEASE

Oakland, Calif., Teachers Ready to Walk Out Tomorrow;
'Frustration Friday' Followed by 'Melancholy Monday'

Washington, D. C., May 2--Oakland, Calif., teachers will conduct a one-day walkout Friday (May 3) to protest problems and teaching conditions in the school system.

The walkout will be the first by a California education association which is an affiliate of the California Teachers Association (CTA) and the National Education Association (NEA). The CTA has a no-strike policy while the NEA has said it will only back strike action if its local affiliate has first exhausted all other means of settling disputes.

The Oakland Education Association says the one-day withholding of services is a protest of bad faith negotiations by the board of education and of a lack of funds for teacher and student needs. The walkout was approved by a 829-717 vote at an April 29 meeting of the association.

Oakland's Board of Education has closed schools on Friday but has ordered teachers to report to an "Institute Day." If teachers fail to attend the institute, the school board has directed that they be docked a day's pay.

The school board is also attempting to have teachers who do not attend sign a pledge card which says whether or not their absence was due to participation in the walkout. Education association officials are instructing teachers to boycott the institute and to ignore the pledge cards.

Arleigh Greenblat, NEA West Coast Representative, said the walkout is essentially aimed at improperly funded instructional programs and salaries that do not attract or retain well-qualified teachers.

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Should the one-day walkout fail to produce results from the school board, the teachers association said it will hold a May 6 "Melancholy Monday" meeting to determine a future course of action.

# # #

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May 1, 1968

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FOR IMMEDIATE RELEASE

NEA to Conduct Investigations
In Colorado and South Dakota

Washington, D. C., May 1--The National Education Association (NEA) will conduct investigations into the educational climates of South Dakota from May 8-11 and Colorado from May 12-16.

Teachers in both states have claimed that the legislatures have not been responsive to pleas for adequate state financial support of education.

The 10,000-member South Dakota Education Association (SDEA) staged a mass rally at the capitol in Pierre in late January to call the legislature's attention to urgent educational needs, but the legislature adjourned without increasing state aid to education.

Members of the SDEA voted a statewide "sanctions alert" on February 24 and appealed to the state's political leaders for a special legislative session before March 10. The SDEA stipulated that if the deadline was not met it should ask the NEA to arrange an investigation of "the quality of elementary and secondary education in South Dakota and the taxation system used to finance this program of education."

The 22,000 teachers in the Colorado Education Association, which represents over 90 percent of Colorado's teachers, voted statewide sanctions on March 16 and requested the NEA to conduct a statewide investigation.

The sanctions voted by Colorado teachers included censure of Gov. John Love and members of the legislature who made insufficient efforts toward tax reform, additional financial support of education, and equalization of the distribution of state funds for public education.

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Members of the committee for the South Dakota investigation will be: Dr. Natt Burbank, professor of education, Lehigh University, Bethlehem, Pa., and a former president of the American Association of School Administrators; Miles Patrick, president, board of education, Pasco, Wash.; Jack Reynolds, classroom teacher, Springfield, Ore.; Mrs. Frances T. Saylor, classroom teacher, Fort Morgan, Colo.; Henry Williams, instructor, Prairie View A & M College, Prairie View, Texas, and Wayne York, executive secretary, Idaho Education Association. Dr. William McClure, director of the Bureau of Educational Research, University of Illinois, Urbana, Ill., is serving as special consultant to the committee.

John Grinnell, legal counsel for the Commission on Professional Rights and Responsibilities (PR&R) will serve as coordinator of the investigation and Dr. Jack Reak, professor, Ball State University, Muncie, Ind., will act as a consultant.

Committee members for the Colorado investigation will include: Donald Blakeslee, guidance counselor, Rawlins Public Schools, Rawlins, Wyo.; Lewis Clohan, classroom teacher, San Jose, Calif.; Mrs. Carrie Hansen, special services coordinator, Western Educational Planning Center, Ellsworth Air Force Base, S. D.; Harold L. Henson, assistant secretary, Arizona Education Association; Mrs. Evelyn Lucas, member of the Omaha, Neb., Board of Education; Joe Robert Sanchez, classroom teacher, Santa Rosa, N. M., and Dr. Lloyd Schurr, superintendent of schools, Salina, Kan. Dr. LeRoy Peterson, professor of education, University of Wisconsin, Madison, Wisc., is serving as special consultant to the committee.

David Bork, associate secretary for field studies for the NEA's PR&R Commission, will serve as coordinator, and Darrell Renstrom, legal counsel for PR&R, will serve as consultant.

The NEA has conducted a number of statewide investigations. In Utah, Oklahoma, and Florida, the results of the investigations lead to the imposition of national sanctions by the NEA.

# # #

5/1/68

May 2, 1968

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FOR IMMEDIATE RELEASE

School Administrators Provided Guidelines
For Negotiating with "Teachers on the March"

WASHINGTON, D. C., May 2--A school superintendent's tolerance for teacher discontent may be the safety-valve which can prevent normal dissatisfactions from swelling into explosive proportions, a new publication of the American Association of School Administrators suggests.

Noting that "honest dissent is not heresy," the booklet offers general guidelines for creating a climate favorable for teacher-administrator negotiation, for developing written negotiation policies, and for conducting negotiation. It points out that negotiation is a problem that "is persistently vexing to an increasing number of school administrators."

There is no turning back for school superintendents, even if they wished, Forrest E. Conner, AASA executive secretary, and George B. Redfern, associate secretary, make clear in the foreword of "The School Administrator and Negotiation."

"Professional teacher organizations are on the march," the AASA staff members emphasize. Although some individual teachers may welcome the "sanctuary" of non-involvement, the spread of negotiation which directly involves teachers in decision-making is the "unmistakable" trend of the times.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

"Teachers as a group," the publication says, "now only have to indicate their displeasure, and immediately their actions have effects upon the economic well-being of the community. When a cessation of teaching services is threatened or actually occurs, apprehension grips the parents of the school district. This is the new-found power that teachers are exerting in the quest for higher salaries, more supplemental benefits, and better conditions of work."

National and state education organizations increasingly are providing leadership for these teachers, the booklet points out, especially in critical situations.

"Superintendents and board members may regard this as an unwarranted intrusion," the manual adds, "yet it is likely to increase rather than go away."

Concerning negotiation the publication says: "The manner in which administrators accept and adjust to its challenges will largely determine whether it develops into a persistently disruptive influence or becomes a constructive element in the administrative process."

The 84-page volume attempts to prepare the uninitiated school administrator for what may lie ahead in the field of negotiation. It explains, for example, that frustration frequently plagues the superintendent at first, and he may react with rigidity, even hostility. Finally there may be a mellowing of attitudes and a willingness for give-and-take.

By being forewarned and prepared, the administrator may help achieve negotiating maturity earlier. He will refrain from becoming unduly defensive. He will resist "premature conclusions that calamitous days have fallen upon staff-administrative-board relations." He will watch for the danger signals of troubled negotiation, such as ignoring of the need for victories by all.

One side conceivably could be so powerful as to force the weaker team to capitulate on all points, the publication notes. But "this may only be a Pyrrhic victory, for each side needs to have some success."

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The publication is not written as a mere "survival manual" for administrators. Rather, it offers a positive approach to a new era in educational administration, emphasizing that "attaining a high-quality program requires the fullest cooperation and solidarity of teachers, leadership personnel, and board members."

Five basic questions that commonly crop up in the negotiation process are discussed:

1. Should written negotiation policies in education parallel those used in business and industry?

   Education is a unique enterprise, the publication emphasizes. It is a tax-supported public endeavor. Productivity usually cannot be related to specific aspects of schooling. Nor can outputs be measured against inputs in the way they are in business and industry.

   So the negotiation model should serve education's unique needs. However, this does not rule out "learning from the experiences of those who have developed considerable expertness in the art of negotiation by using business and industry collective bargaining procedures."

2. Should teachers, as well as superintendents and school boards, be held accountable for their actions in negotiation?

   Superintendents are accountable to school boards, and boards, to the public. Teachers frequently say they are accountable to the profession itself, the booklet notes. If so, "the profession must be more vigorous in exerting the kind and level of discipline upon its members that makes accountability more meaningful."

3. Should the superintendent be the chief negotiator?

   Sometimes he will play this leading role. However, those who do not favor the labor-management concept of negotiation resist casting the superintendent in an adversary role because it tends to alienate administrators and teachers.

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"The superintendent's role in negotiation may vary depending upon his preferences, the board's views, possible state statutes on negotiation, and the climate and history of teacher-administrator relations in the school system.

4. Is everything negotiable?

"Many aspects of public education are appropriate areas for teacher participation," the manual says. "Not all are subject to negotiation."

One approach is to negotiate matters such as the salary schedule, hospital benefits, and class size, but provide consultation by teachers on items such as teacher assignment and transfer and leave of absence.

5. Should boards of education, which usually have ultimate authority for decisions, do the negotiating?

Board members have limited knowledge of school operation details. Direct negotiation by the board "blurs the delineation between policy making and administration."

The AASA booklet suggests that negotiation take place between the superintendent or his representative and a team representing the recognized teacher organization, with the board of education and the teacher organization functioning as ratifying agents.

The publication points out that an increasing number of states have negotiation laws within which the parties must operate. It has been argued that these sometimes "institutionalize employer-employee conflict in schools" and that they frequently are fashioned upon a labor-management format. On the other hand, they do often provide valuable guidelines and a framework for negotiation.

5/2/68

NOTE: Copies of "The School Administrator and Negotiation" for news media use only may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201-16th Street, N. W., Washington, D. C. 20036.

Apr. 30, 1968

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NEA's $6 Billion Legislative Proposal
Is Introduced by Senator Wayne Morse

WASHINGTON, D. C., April 30--The National Education Association's $6 billion-per-year federal assistance proposal to provide a "quality breakthrough" in public elementary and secondary education has been introduced in Congress by Sen. Wayne L. Morse (D.-Ore.)

NEA Executive Secretary Sam M. Lambert, in thanking the chairman of the Senate Education Subcommittee for introducing the bill, emphasized that it "comes from the teachers of America."

When the NEA announced the proposed educational package last January, it asserted such an extensive program was critically needed to cope with "troublesome problems plaguing our land."

The unprecedented legislation, more than half again as large as any bill yet enacted, would supplement--not replace--existing federal categorical or earmarked programs dealing with specific school problems such as instruction of the poor, the handicapped, and the noncollege-bound.

Morse, in introducing the bill yesterday, noted that the categorical aids enacted since 1960 represent great strides in educational legislation. However, he added, the NEA had "come to the judgment that excellent as these programs are and have been, they do not strike to the root of the problems."

Called the "General Education Assistance Act of 1968" (Senate Bill 3400), the bill would provide a basic grant of $100 per school-age child, or a total of about $5.25 billion a year. The other $750 million would be allocated on the basis of an equalization formula designed to give greater help to lower-income states.

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At least half of the money would have to be used by the states for increasing teachers' salaries. The remainder could be used for other critical needs.

Lambert urged Congress to consider the bill carefully "in view of the emerging truth that our society must confront its own problems directly and tax itself--in dollars, in effort, and in commitment to the ideals it holds up to the world."

"The bill," Lambert said, "would strengthen state and local school systems in their efforts to attract and hold good teachers and meet other urgent needs, such as preschool and summer programs. By providing substantial general aid, it would also strengthen state and local control of our educational system. It would open new educational opportunities for every child in America."

When the NEA proposed the legislative program early this year, NEA President Braulio Alonso declared:

"The hour has come for a major escalation of the nation's commitment to quality education for every pupil in America. More than one-fourth of all our people are now in the school-age category. From this group, unfortunately, stem some of the most troublesome problems plaguing our land, but with this group rest our hopes for a better tomorrow. We must wage a total war, not a limited one, against those problems that shackle education and deprive our children of their birthright."

Alonso said that only a massive federal aid program can deal effectively with increasing teacher militancy, the difficulty of securing--and keeping--competent teachers, and social problems such as summer riots.

The bill was developed by the NEA Legislative Commission, whose executive secretary is John M. Lumley, NEA's assistant executive secretary for legislation and federal relations. A. L. Gallop, executive secretary of the Minnesota Education Association, is Commission chairman.

# # #

4/30/68

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FOR RELEASE: May 1, 1968

Fort Worth, Texas; Thornton Township High School District,
Harvey, Illinois; and Rossford, Ohio School Boards Chosen
For Top Recognition by the Nation's Classroom Teachers

Washington, D. C., May 1--Members of three boards of education--in Fort Worth, Texas; Thornton High School District in Harvey, Ill.; and Rossford, Ohio--won top recognition today from the nation's classroom teachers for outstanding leadership in providing quality education.

Ten other school boards were cited as regional winners for creative educational accomplishments in the National Education Association (NEA)-Thom McAn National School Board Awards program, an annual recognition sponsored by the 900,000-member Association of Classroom Teachers (ACT) of the NEA, in cooperation with the Thom McAn Corporation.

First place Fort Worth Independent School District, top winner among the nation's largest school systems (over 75,000 school population), was honored for development of personnel policies which actively involved teachers. The board asked teachers to analyze personnel and promotion procedures and make recommendations for improving them which resulted in new policies. The new policies demonstrated a good "two-way" relationship between the board and the teachers, according to the NEA-Thom McAn Awards committee.

The judges also noted that "The impact of the new Fort Worth policies was editorially referred to in the Dallas Times Herald as 'wafting across the educational field

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like an invigorating summer breeze.' These basic changes in personnel and promotion policies could never have occurred without the leadership of a board which understands what professional communications is all about, and practices it."

The Thornton Township High School District 205 in Harvey, Ill., was named the leader of the country's school systems with pupil population of over 6,000 and under 75,000. The Thornton school board was cited for its program of occupational training for slow learners.

Thornton's program originated with an idea from an art teacher who noticed that many of the academically poor pupils were good students and well motivated in art class. The teacher and pupils began to design and produce saleable items after school and on Saturdays. At first sales were made to classmates, but soon were expanded with the cooperation of the school board and the community and a retail store was established. Volunteer workers, churches, civic and service clubs, and industry have donated over 2,000 hours and $26,000 in equipment. The project has worked so successfully that senior pupils now have full-time jobs in the program which has about 175 participating pupils. The board of education has enthusiastically supported the program and has aided its continuous development with funds.

The Rossford Board of Education (school district under 6,000 pupil population) won top recognition for the planning and development of a surplus Federal depot into a vocational and technical education center which serves a wide area in northwestern Ohio where no vocational or technical education was available.

Rossford's board spearheaded an effort to gain cooperation of 19 school districts in five counties, helped in solving the problems of taxation and overlapping authority and worked to promote private development of the unused portion of the property at the depot into an Industrial Park.

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"The Rossford board unselfishly relinquished their superintendent to head the program and shared their wealth with other districts in order to create a broad tax base which made the Penta County vocational and technical center possible," the judges noted.

The three national winners each will receive a specially designed sculpture of the lamp of learning, and $2,500 from ACT President Mrs. Ruth Trigg, of Barrington, Ill., at an Awards luncheon on Monday, May 13, in the Board Room of NEA's national headquarters in Washington, D. C.

Besides Fort Worth, Thornton, and Rossford, 10 other school boards were named first place regional winners. Each will receive $500 at local ceremonies to be planned by the classroom teacher organization in the board's community.

The 10 regional winners are:

- In the Northeast: Haddon Township Board of Education, Haddon, N. J. (under 6,000 pupils); Baldwin-Whitehall School Board, Pittsburgh, Pa. (over 6,000).

- In the Southeast: Opp City Board of Education, Opp, Ala. (under 6,000); Paducah Public School Board, Paducah, Ky. (over 6,000).

- In the South Central: Alamo Heights School Board, San Antonio, Texas (under 6,000); East Baton Rouge Parish School Board, Baton Rouge, La. (over 6,000).

- In the Southwest: Dinuba School District and Dinuba Joint Union High School District, Dinuba, Calif. (under 6,000); Fountain Valley Board of Trustees, Huntington Beach, Calif. (over 6,000).

- In the Northwest: Union High School District No. 5 Board of Education, Milwaukie, Ore. (under 6,000); Coos Bay Board of Directors, School District 9, Coos Bay, Ore. (over 6,000).

Six school boards were cited to receive awards of distinctive merit. They were:

- From the Northeast: Belmont Central School Board of Education, Belmont, N. Y.

- From the Southeast: Board of Education, Huntsville Public Schools, Huntsville, Ala.

- From the North Central: Harper Creek Community Schools, Battle Creek, Mich.

- From the South Central: Mesquite Independent School District, Mesquite, Texas.

(more)

Fort Worth, Texas; Thornton Township High School District, Harvey, Illinois; and Rossford, Ohio School Boards Chosen For Top Recognition by the Nation's Classroom Teachers

- From the Northwest: Board of Directors, District UH4-J, Stayton, Ore.
- From the Southwest: Anaheim Union High School District, Anaheim, Calif.

ACT Executive Secretary Margaret Stevenson said the annual Awards program is designed to focus public attention on the school board's contribution to its community and to broaden respect and understanding between the board and the professional education community. ACT is the largest unit of the million-member National Education Association, the world's largest professional organization.

Judges on the Awards panel were: Dr. Bennetta Washington, chairman, wife of the mayor of the District of Columbia; Robert Cronk, executive director of the National Junior Chamber of Commerce; Thomas Gilligan, vice-president, Boeing Aircraft Corporation; Christine Sadler, McCall's Magazine Washington editor; and Mrs. Harold Howe II, wife of the U. S. Commissioner of Education.

Consultants were: Dr. John Miller, president of the American Association of School Administrators and superintendent of the Great Neck, N. Y., School System, and Paul Vennari, vice-president of ACT.

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5/1/68

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FOR IMMEDIATE RELEASE

Capsule Review of Major NEA Journal Articles for May 1968

On Teacher Education--The May issue of the NEA Journal features a series of articles on one of the most critical and controversial areas of teacher education, beginning with a statement by Arthur Pearl, professor of education, University of Oregon. "We are failing miserably," Pearl insists, citing the lack of rapport that exists between students and teachers. Edward C. Pomeroy, executive secretary, and Joel L. Burdin, associate secretary, American Association of Colleges for Teacher Education, report there is much innovation in teacher education, but admit that "the status quo is a powerful barrier to change in teacher education as in most human institutions." Other articles call for closer working relationships and responsibility between teacher colleges and the school systems, and review the Teacher Corps program in Indiana.

Myths and Gaps in School Integration--Neil V. Sullivan, formerly a school superintendent in New York and Virginia, and now superintendent at Berkeley, California, reviews some of the persistent myths concerning the Negro and how these myths interfere with successful integration. He discusses the white man's fear of violence, mass exodus from all-white communities when the Negro moves in, compensatory education, and open housing.

Alienation or Interaction--Jonathan Kozol, author of the controversial book, "Death at an Early Age," describes the successes achieved at the New School for Children, located in a Boston ghetto area. One of the chief reasons for the school's success is direct community involvement and close working arrangements between teachers and parents, Kozol explains.

The Great Hatt and Hayre Controversy--Educators and parents, who think they have problems today with long hair, beads, and kooky clothes will be amused by an article by Jean Decker Wichelns, counselor at Forwood Junior High School, Wilmington, Del. The writer traces the history of fashion as far back as 1560 and the many taboos imposed on style-conscious youth. One Cambridge University statute in that year provided that "no scholler doe weare any long lockes of Hayre uppon his heade, but that he be polled, notted, or rounded after the customed manner of the gravest Schollers of the universitie."

"My Street on the Day of the Riot"--Out of the rubble of riot-torn sections of the nation's capital, at least one school was able to see education and imaginative possibilities in the midst of chaos. While the curfew was still on, the teachers and children of elementary and junior high schools in the Cardozo area drew pictures of the rioting, defined and learned the meaning of words such as "freedom," "civil disobedience," and "insurance."

# # #

4/25/68

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FOR RELEASE: AM PAPERS
May 2, 1968

Teachers Untrained in World Affairs,
Noted Educator Asserts in AACTE Report

WASHINGTON, D. C., May 2--American higher education curricula have become "obsolete both in method and content," a noted educator charges in a new report on the education of teachers in world affairs.

Dr. Harold Taylor, former president of Sarah Lawrence College, asserts there must be drastic changes in teacher education. One major needed change, he continues, is for American educators to consider "the world as a campus" in their thinking and planning.

The 300-page report, "The World and the American Teacher," is based on a two-year study conducted for the American Association of Colleges for Teacher Education (AACTE). The study was financed by the U. S. Office of Education.

While the world has been changing rapidly and radically, "the American educational system has remained frozen into older patterns of thought and content," Dr. Taylor says. "One result is that the average student's idea of the world, like that of so many other citizens, is dangerously out of touch with reality."

(More)

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A prime reason that new teachers are unprepared, the author charges, is the fact that teacher education has been "ignored by the universities" and "placed far down on the national educational agenda and has been scandalously neglected."

Concerning the report's major theme--the teacher and world affairs--it asserts that students frequently have limited views, since they seldom have firsthand knowledge of cultures other than their own. If they become teachers, their parochial views are transferred back into the school curriculum and reinforced there by the ideas and values of the local communities.

Such a narrow view is outmoded, the author emphasizes.

"In modern society," he says, "there are no 'foreign' cultures and problems, only human problems shared by all societies." The problems of the world, he explains, are reflected in America's problems, including social change, racial conflict, poverty, underprivilege, unemployment, and war and peace.

One reason teachers do not have open windows on the world is that only three to five percent have taken teacher-preparation courses dealing with world society, international issues, or non-Western subjects.

But even such courses would not be enough. Foreign and domestic experience in teaching and community development should become favored elements in qualifying students for teaching certificates, Dr. Taylor contends.

The internationally known educator points out that a main route to the understanding of world affairs may lie close at home, through "direct and deep experience in the varieties of American culture ranging from the Spanish-American, Indian, Negro, Puerto Rican, Chinese-American and others, to the culture of the urban and rural poor."

One of the more than 40 recommendations in the report is for a nationwide volunteer Student Corps incorporating elements of VISTA, Head Start, Teacher Corps, Peace Corps, and exchange Peace Corps programs.

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Dr. Taylor would change things considerably in the classrooms, too. He would emphasize teaching students to teach themselves. Tutorials, team-study and research, student symposia, field work, and study-travel projects would be among the techniques used.

Instruction by lectures, tests, and grades, Dr. Taylor says, teaches the student "to accept and rely on intellectual and political authority rather than to take his own initiative or to extend his range of inquiry into world affairs or world problems."

The publication recommends that--

- World Urban Teaching Centers be set up on American campuses. Foreign students and educators would work with their American counterparts on urban educational problems, with American cities as laboratories.
- Foreign students now in the United States, and ones specially recruited from abroad, serve as student-teachers in American schools and colleges.
- State departments of education, school systems, and colleges and universities establish a network of connections between American and foreign teacher education institutions for the purpose of exchanging students, faculty members, and research and curricular materials. (Such a network would be provided by the proposed Center for Educational Cooperation under the International Education Act.)
- International educational programs of the State Department, Agency for International Development (AID), Office of Overseas Schools, and other government agencies emphasize education of teachers. Faculty members serving AID projects abroad, for instance, might take education students with them for research and teaching experience in foreign countries.
- Organizations and agencies with international connections and interests build specific projects for teacher education into their existing programs. The U. N., Smithsonian Institution, AACTE, National Science Foundation, and World Confederation of Organizations of the Teaching Profession are examples.

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NOTE: Copies of "The World and the American Teacher" may be ordered from The American Association of Colleges for Teacher Education, 1201-16th Street, N. W., Washington, D. C. 20036, at $6.50 per copy.

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FOR IMMEDIATE RELEASE

Alaska, Kentucky
Vote Unification

Washington, D. C., April 22--Alaska and Kentucky voted last week to join the list of unified states effective next September. John H. Starie, director of affiliates and membership for the National Education Association, said the addition of Alaska and Kentucky will bring the total number of states which have voted unification to 14. Eleven other states are in the process of unification. Florida teachers will vote this coming weekend on unification.

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4/22/68

April 18, 1968

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FOR RELEASE AT WILL

NEA Dallas Convention July 2-6 Keyed
To National Issues, Teacher Turmoil

WASHINGTON, D.C., April 18--Capping a year marked by turmoil in teaching, 12,000 members of the National Education Association gather in Dallas, Tex., July 2-6 to chart the future course of the nation's largest teacher organization.

President Braulio Alonso, of Tampa, Fla., in his call to delegates to the 106th annual convention underlined two major areas demanding action by the Representative Assembly: how to continue NEA's forward thrust in cooperative efforts with local and state affiliates; and how to make NEA a viable force in promoting educational opportunity.

In his presidential address at the opening general session Tuesday, July 2, Alonso will call on the convention to commit the Association's professional power to "protect, guarantee, and extend the human rights of every American citizen," thus bridging the gulf that has created "two worlds in America -- the world of the haves and the world of the have-nots."

In his annual report to the Representative Assembly Wednesday afternoon, July 3, Executive Secretary Sam M. Lambert is expected to urge better long-range strategies and more effective tactics for dealing with the "troubles in education wherever and whenever they occur."

"What you do here to provide rational, carefully thought-out policies for handling crisis situations," Lambert wrote in a convention program preamble, "can spell life or death for the professional education community."

A major issue confronting delegates will be the future relationship of NEA to the 33 specialized groups associated with it, now known as "departments."

(more)

A presidential Task Force on NEA-Departmental Relations, headed by Moroni Jensen, principal, Granger High School, Salt Lake City, will propose on Thursday morning a plan to continue the "federation" concept of NEA with the setting up of three different categories -- departments, national affiliates, and associated organizations -- in a descending order of legal ties and obligations to the NEA. Under the plan each specialized group could select the category most appropriate to its own goals.

The Task Force proposal is designed as a substitute to two previously submitted amendments to the NEA Bylaws scheduled for vote at Dallas which have provoked considerable controversy. One of these amendments would require every department member to also belong to NEA; the other would require NEA membership and a pattern of dues refunding for the following six departments: Association for Higher Education, American Association of School Administrators, Association for Supervision and Curriculum Development, Association of Classroom Teachers, Department of Elementary School Principals, and National Association of Secondary-School Principals.

Chairman George D. Fischer of the Task Force on Human Rights will report its findings and recommendations Friday morning. At this same session, Immediate Past-President Irvamae Applegate will report for the Subcommittee on Compliance which has been assessing progress of mergers of dual affiliates in the Southern states.

The convention proper begins Tuesday afternoon with open hearings on the NEA budget, bylaws, and resolutions.

Nine large seminars on current educational issues will occupy the delegates on Wednesday morning. These will include discussions of professional negotiations, professional sanctions, the President's report on civil disorders, the Education

(more)

Professions Development Act, extremist attacks on the schools, American education in 1984, and the NEA Task Force on Urban Education.

Resolutions are scheduled for introduction Friday morning and will occupy the Assembly throughout that day and the next. A final session Saturday night will feature new officers.

President Alonso who will preside throughout the convention will, on the final day, turn leadership over to the new president, Mrs. Elizabeth D. Koontz, teacher of retarded children in Salisbury, N.C. Mrs. Koontz, a nationally-known Negro educator, headed the NEA Association of Classroom Teachers in 1966.

Elections for president-elect, treasurer, and two executive committee members will be held Saturday, July 6. Two candidates have announced for the office of president-elect: Charles F. Deubel, industrial arts teacher, Freeport (N.Y.) High School, a former president of the ACT; and George D. Fischer, mathematics teacher, Des Moines (Ia.) Technical High School, and a member of the NEA Executive Committee.

Single candidate for the post of treasurer is Nelson L. Kreuze, coordinator of federal programs, Calhoun Intermediate Schools, Battle Creek, Mich., an NEA director and chairman of the Budget Committee.

Four educators are seeking two posts on the executive committee including incumbent Thelma Davis, classroom teacher from Griffin, Ga. The three other candidates are Harriet Griffin, journalism teacher and director of professional relations, Technical High School, Fort Worth, Tex.; Donald E. Morrison, social studies teacher of San Diego, Calif., an NEA director; and Wade Wilson, director of development, Cheyney State College, Bryn Mawr, Pa., and a member of the NEA Subcommittee on Human Rights.

Major social events include the Wednesday "Friendship Night," an occasion to meet candidates for office; Classroom Teacher Night on Thursday, a chuckwagon supper and rodeo, and the post-convention reception and dance Saturday night for new officers.

In advance of the convention, the Board of Trustees will meet June 27; the Executive Committee June 28-29; and the Board of Directors June 29 and throughout the week, with a final joint meeting of Executive Committee and Board July 8.

(more)

General and business sessions of the convention, meeting in Dallas for the first time in NEA's 111-year history, will be held in the Dallas Memorial Auditorium. Group meetings are scheduled for several hotels, with NEA officers housed at the Adolphus.

Most departments, including the 850,000-member Association of Classroom Teachers (ACT) will hold meetings in Dallas ahead of the convention proper.

The ACT Representative Assembly, under the gavel of President Ruth Trigg of Barrington, Ill., will convene Sunday afternoon, June 30 and continue through Monday with resolutions and election of new officers for president-elect, vice-president, secretary and Northeast and Southwest regional directors.

Twelve teachers have announced their candidacies including Betty Buford of Plainview, Tex., Mrs. Ella Q. Forman of Phoenix, Ariz., and Paul J. Vennari of Beckley, W. Va., for president-elect; Mrs. Evelyn Fuller of Birmingham, Ala., Ruth Southwick of Salem, Mass., and Donald Wilson of Parma, O., for vice-president; Mrs. Ruth Foster of Des Moines, Ia., and Clymathes B. King of Jackson, Miss., for secretary; Charlotte M. Huff of Freeport, N.Y., and William E. Zeiss of Clarks Summit, Pa., for Northeast regional director; and Gary Gschwind of Thousand Oaks, Calif., and Mrs. Bernadine Mack of Boulder, Colo., for Southwest regional director.

Other department meetings on Monday and Tuesday will cover such topics as family life and sex education in the elementary school, the "new" journalism of the classroom, safety of children in the inner city, the self-selection laboratory, bilingual education, the future of mathematics education,multi-cultural social studies teaching, and others.

Several pre-convention meetings of national groups affiliated with the NEA will be held in Texas, including the following:

(more)

June 23-July 2	Annual Student NEA Leadership Conference	Houston
June 24-28	National Commission Teacher Education and Professional Standards, NEA	Houston
June 26-28	National Commission on Professional Rights and Responsibilities, NEA	Fort Worth
June 27-29	Department of Elementary-Kindergarten-Nursery Education, NEA	Dallas
June 27-29	Leadership Conference, National Council of State Education Associations	Dallas

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4/18/68

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FOR IMMEDIATE RELEASE

Miner Appointed Special Assistant
To Executive Secretary of NEA

WASHINGTON, D. C.--Robert W. Miner, executive director of the National Faculty Association of Community and Junior Colleges, has been appointed special assistant to Dr. Sam M. Lambert, executive secretary of the National Education Association. The appointment is effective June 1.

As special assistant to the executive head of the 1.1 million-member organization of educators, Miner will assist with the preparation of major documents and reports, represent the executive secretary in many state and local meetings, and serve as liaison to a variety of national groups.

"Miner is an exceptionally able young man," Lambert said in announcing the appointment. "His assistance will lighten my personal work load and give me greater freedom in allotting my time among the many pressing and important problems of NEA and of education in general."

Miner, 34, joined NEA in July 1967 as executive secretary of the newly organized NFACJC, the first professional membership organization of community and junior college faculties in the nation. He helped guide the new organization in its efforts to assist faculty members to develop effective negotiation procedures, research information on salaries and fringe benefits, personnel practices, and standards for assignments and teaching loads. Membership potential is currently more than 50,000 instructional staff members teaching in some 850 institutions. By 1971 the potential is expected to reach 100,000.

(More)

A native of Muskegon, Mich., Miner attended the County Community College there, received his B.A. degree in economics and political science, and his M.A. degree in education at Western Michigan University. In 1966 he studied at the University of Missouri under a National Science Foundation grant. Prior to joining NEA, he taught economics at the Muskegon County Community College.

An educator for 10 years, Miner was a science teacher in three junior high schools, and at Muskegon Senior High School where he was also a school administrative assistant and coordinator of a social studies block program for exceptional students. He also taught for four years in community colleges in Michigan.

Active in numerous organizations affiliated with education, Miner is president of the Muskegon Teachers Club, and was a representative to the Michigan Association of Junior and Community Colleges. He was chairman of a professional negotiations committee at Muskegon County Community College. He is a member of the NEA, the Michigan Education Association, the Junior and Community College Faculties Association, the American Economics Association, and the Michigan Association for Higher Education. Miner was also active in local and state Democratic politics in Michigan.

Miner and his wife, the former Sandra L. O'Reilly of Muskegon, and their three children, are residents of Bethesda, Md.

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4/17/68

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FOR IMMEDIATE RELEASE

Sanctions on a Few Florida Counties Could
Replace Statewide Sanctions, NEA Official Says

WASHINGTON, D. C., April 17--The possibility of lifting statewide sanctions against Florida and substituting sanctions on those resistant counties where hostile school boards are barring teachers from their schools was suggested today by an official of the National Education Association.

Dr. Cecil J. Hannan, assistant executive secretary for professional development and welfare, said the selective imposition of county sanctions instead of statewide sanctions could be considered by the NEA executive committee at its next meeting May 11-12 if "the list of troublesome counties is reduced to a manageable number."

Dr. Hannan set two conditions for a county to be relieved of sanctions: (1) reinstating of resigned teachers and administrators without salary cuts or other reprisals, and (2) dropping of all pending legal suits against Florida school personnel and education associations.

The Florida Education Association reported that 33 of the 67 counties still refuse to reemploy all teachers without penalty. Approximately 500 persons are still being barred from their positions, an FEA spokesman said. Pinellas County, with about 140 out, is "by far the worst." Sizeable numbers of school personnel are still out in Broward, Walton, Brevard, and Lake counties, too.

The NEA imposed statewide sanctions June 5, 1967. These sanctions censured the Governor and legislators who supported his educational program, and advised teachers in the other states not to take positions in Florida. The FEA initiated the nation's first statewide teacher walkout Feb. 19, 1968, when resignations of more than half of the state's 55,000 teachers were activated.

(More)

A break came in the crisis on March 8 when the State Board of Education and the FEA agreed on a settlement which included an additional $10.2 million for education this school year. The FEA insisted that all teachers who had resigned must be reinstated to their same positions,at the same salary and contract status, without any reprisals.

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M. Ruth Broom

FOR RELEASE: A.M. Papers
Monday, April 22, 1968

New Yorker to Join Superintendents' Group
As Specialist in International Education

WASHINGTON, D.C., April 22--John Wilcox, former professor of education at the State University of New York at Oneonta, has been appointed associate secretary for international education of the American Association of School Administrators (AASA). His appointment is effective on June 1.

Wilcox is on leave of absence from his post at the University and is currently serving as acting director of the Division of Rural Service of the National Education Association here.

Announcement of the appointment was made by AASA Executive Secretary Forrest E. Conner, who said: "Dr. Wilcox's major assignment will be the implementation of AASA's concern for international education and intercultural understanding.

"The Association's concern is evidenced by the current sponsorship of the School-to-School program which matches school systems in the United States with American-sponsored elementary and secondary schools overseas. Dr. Wilcox's personality, background, experience, and interest in international education equip him exceedingly well for this important post."

A native New Yorker, Wilcox received his baccalaureate and graduate degrees from Cornell University. His professional experience includes six years as a classroom teacher and 13 years as a building and district administrator in the state of New York.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Since 1962 he has been on the faculty at the University at Oneonta and during three of these years he was concurrently professor of school administration in the Cornell University Extramural program.

In 1964 and 1965, Wilcox served as a member of the Cornell University/USAID team in Monrovia, Liberia.

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FOR IMMEDIATE RELEASE

Indiana Teachers Give Governor 228,109 Signatures
Calling for Special Legislative Session on Education

Washington, D. C., April 23--Indiana teachers at 4:00 p.m. today will present Gov. Roger Branigin a petition with 228,109 signatures seeking a special session of the Indiana legislature to consider the state's educational problems.

Officials of the Indiana State Teachers Association (ISTA), who coordinated the drive, said the petitions will be presented by a representative group of teachers in the governor's office at the statehouse in Indianapolis.

Petitions were circulated throughout Indiana by teachers and members of parent-teacher associations. Original goal of the campaign had been to collect "100,000 signatures in a week." However, the first day of the drive netted almost 50,000 signatures, ISTA officials said, and the range of support made it necessary to extend the time limit beyond a week.

ISTA officials are hopeful that the governor will call a special session of the legislature on education before July. ISTA is an affiliate of the National Education Association.

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4/23/68

April 15, 1968

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FOR IMMEDIATE RELEASE

NEA Announces Appointments
To Top Level Positions

WASHINGTON, D. C.--The National Education Association has announced the appointment of four persons to top positions in connection with its first major staff reorganization since 1955. Three other staff appointments have also been announced.

Sam M. Lambert, executive secretary, said the reorganization approved by the executive committee May 11 will streamline the 1.1 million-member NEA and tool it up for aggressive leadership and service to teachers and schools at a critical period in American education. The reorganization becomes effective June 1.

Appointed to the two newly created high posts of associate executive secretary were Cecil J. Hannan, now assistant executive secretary for professional development and welfare, and Allan M. West, presently assistant executive secretary for field operations and urban services.

Mr. West will be responsible for administrative policy including legislation, communications and public relations, professional development and instructional services, a new Center for Human Rights, and other internal programs and projects. Mr. Hannan will direct field and urban operations, including NEA's field offices which will be expanded from eight to eleven. The new offices will be in Seattle, to serve the Northwest; Kansas City, Mo., to serve the Mid-Central region; and Washington, D. C., to serve the Mid-Atlantic.

The two new associate executive secretaries will rank below only Mr. Lambert and Lyle W. Ashby, deputy executive secretary.

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Two other persons were elevated to cabinet status as assistant executive secretaries. They are Glen E. Robinson, now director of research, who will become assistant executive secretary for research, and Margaret Stevenson, executive secretary of the Association of Classroom Teachers, NEA's largest unit. The appointments of Mr. Hannan, Mr. West, Mr. Robinson and Miss Stevenson all are effective June 1.

The three other staff appointments announced by Mr. Lambert are Philip G. King, as director of the Division of Press, Radio, and Television Relations, effective May 13; Roy A. Edelfelt, as executive secretary of the National Commission on Teacher Education and Professional Standards, effective June 17; and Russell E. Weitz, director of the Data Processing Division, effective July 1.

Mr. West came to NEA in 1961 after serving as executive secretary of the Utah Education Association (UEA) for 16 years. When he left Utah, both houses of the state legislature passed a resolution commending his leadership in education. Utah State University, where he earned his B.S. degree, presented him the Distinguished Service Award and UEA voted him honorary life membership. He did graduate work at several universities.

Mr. Hannan was executive secretary of the Washington Education Association before joining the NEA staff in 1966. Earlier, he was a teacher and administrator in Longview, Wash. He earned B.A. and M.A. degrees at Western Washington State College and a doctorate at Washington State University. He served in the U. S. Army Air Force three years, then was a flight instructor and, later, owner and operator of Anacortes Airways.

Mr. Robinson was assistant to the president of George Peabody College for Teachers, Nashville, Tenn., before joining the NEA Staff in 1957. Previously, he was a member of the research staff of the Southern States Cooperative Program in Educational Administration and a high school mathematics and science teacher. He earned B.S. and M.S. degrees at the University of Tennessee and a Ph. D. at George Peabody College. He was an infantry officer in both World War II and the Korean War.

(More)

Miss Stevenson taught mathematics and chemistry in Port Huron, Mich., before coming to the staff of the Association of Classroom Teachers in 1951. She is a former board member of the Michigan Education Association. She received a B.S. degree from Michigan State University and a M.S. degree from the University of Michigan. Eastern Michigan University awarded her an honorary doctor of laws degree in 1965.

Mr. King has been manager of the New York City Editorial Information Center, an arm of the NEA's Division of Press, Radio, and Television Relations. Earlier, he was television network press representative for Columbia Broadcasting System in Los Angeles; director of information services for WCBS-TV in New York City; and vice president and administrative head of the New York office of the Pat McDermott Co., a national public relations agency. He has B.S. and M.A. degrees from Northwestern University and an Associate in Business degree from Ely (Minn.) Junior College.

Mr. Edelfelt, now senior associate secretary of the National Commission on Teacher Education and Professional Standards, came to the NEA in 1962 after serving as a faculty member of Oneonta State Teachers College, New York, and St. Cloud (Minn.) State College, and as a teacher in Kingston, N.Y., public schools. At Michigan State University he founded and directed the College of Education's Instructional Materials Center. He earned a B.A. degree at State University College, Potsdam, N.Y.; a master's degree at New York University, and a Ph. D. at Teachers College, Columbia University.

Mr. Weitz, the only one of the seven new appointees not presently a member of the NEA staff, is director of data processing for the Milwaukee public schools. He previously was supervisor of programming and systems, Mirro Aluminum Co., Manitowoc, Wis., and systems analyst and programmer, Wisconsin Power and Light Co., Madison. He received the bachelor of business administration degree from the University of Wisconsin.

5/15/68

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FOR IMMEDIATE RELEASE

Sanctions Against West Virginia County
Removed by NEA Following Levy Passage

WASHINGTON, D. C., April 15--Sanctions against Jackson County, W. Va., have been removed by the National Education Association executive committee, Braulio Alonso, NEA president, announced today.

The sanctions, invoked on January 26, were lifted in response to the passage of a school levy last month by a 67 per cent majority. The Jackson County Education Association (JCEA) said the levy will provide funds for salary increases for school personnel and for hiring additional professional personnel, improvement of transportation facilities, necessary building repairs and maintenance, and free textbooks for all students.

Jackson County voters had defeated nine school levies or bond proposals since 1950. The schools were described by the NEA a few months ago as being in "deplorable condition."

The JCEA has already removed its sanctions, which were supported by the West Virginia Education Association (WVEA). The two organizations had requested the NEA sanctions, which advised teachers in other West Virginia counties and throughout the nation not to accept positions in Jackson County until conditions had improved and sanctions had been lifted.

The sanctions in Jackson County were the first ever imposed in West Virginia, according to Phares E. Reeder, WVEA executive secretary.

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April 13, 1967

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Howard J. Carroll

FOR IMMEDIATE RELEASE

King Appointed New Director
Of NEA Press, Radio, TV Division

WASHINGTON, D.C., May 13--The appointment of Philip G. King as Director of Press, Radio, and Television Relations of the National Education Association was announced today by John D. Sullivan, Assistant Executive Secretary for Information Services.

A specialist in mass communications and public information, King has served the 1.1 million-member professional association of educators since 1965 as manager of its New York City Editorial Information Center. Prior to joining the NEA, he was associated with the Columbia Broadcasting System for 10 years as a television network press representative working out of Los Angeles from 1954-1960 and as director of information services for WCBS-TV, the flagship station in New York City, from 1962-1965.

Between 1960 and 1962 he was vice-president and administrative head of the New York office of the Pat McDermott Company, a national public relations agency, where he was counsel to clients which included the Gardner Advertising Company, Chevrolet Motor Company, and RCA.

He taught in 1963-64 as a lecturer on advertising copy techniques and direct mail communications at the Graduate School of Business and Public Administration, City College of New York, and was production supervisor of the drama department during a year of graduate study as a doctoral candidate in speech education at Columbia University.

(More)

He has worked as a production stage manager and technical director for the Houston (Texas) Playhouse and the Grand Rapids (Michigan) Civic Light Opera Association. During his school days in Minnesota, he worked as a reporter and in building circulation for the Minneapolis Star, Journal and Tribune.

King earned his master of arts degree in public speaking with an emphasis on verbal communications arts at Northwestern University, Evanston, Ill. He holds a B.S. degree in speech and drama granted by the same university in 1948, and an Associate in Business degree received from the Ely (Minnesota) Junior College in 1942.

He served with the Army from 1942 to 1946, as an anti-tank specialist in combat in Belgium and Germany, and as civilian personnel director with USO Camp Shows in Paris, France. He was discharged as a captain of infantry.

King was born in Ely, Minn., April 11, 1922. He is married to the former Onriette Lebron, a professional writer, and has three children, Gordon, 10; Philip David, 9; and Bernardine, 6.

He is a member of the International Radio and Television Society, the National Academy of Television Arts and Sciences, and the National School Public Relations Association (NSPRA).

King succeeds Roy K. Wilson, who has been appointed executive director of NSPRA.

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FOR IMMEDIATE RELEASE

NEA Calls New Civil Rights Bill
Great Advance Toward Social Justice

WASHINGTON, D.C., April 11--The executive secretary of the National Education Association today hailed the new civil rights bill as "a great advance toward social and racial equality" and expressed hope that the nation will move ahead "with new force and vigor" to achieve the objectives for which Dr. Martin Luther King, Jr. gave his life.

In a statement on the civil rights measure, Dr. Sam M. Lambert said the Congress "has responded magnificently to pressing national needs" in passing the new legislation, and the NEA "warmly applauds" the action.

"The teaching profession, which has been so closely identified with civil and human rights, now expresses the hope that the nation will move with new force and vigor to achieve the goals for which Dr. Martin Luther King, Jr., made the supreme sacrifice," said Lambert, adding:

"The new legislation will not wholly solve the crisis in our cities, nor will it neutralize the sickness of racism. But it will help eliminate just grievances through the protection of citizen rights and, hopefully, create a new atmosphere of good will among our people."

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4/11/68

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For Release: 6 P.M. Saturday
April 13, 1968

NEA To Launch Probe Into Educational Problems In Nation's Inner Cities and Call For Action

WASHINGTON, D. C., April 13--Preliminary plans for a major investigation of critical educational problems in inner cities throughout the nation were announced today by the National Education Association and five of its key departments--The Association of Classroom Teachers, the American Association of School Administrators, the National Association of Secondary School Principals, the Department of Elementary School Principals, and the Association for Supervision and Curriculum Development.

Sam M. Lambert, NEA Executive Secretary, said this Task Force on Urban Education will be a massive effort to probe the problems of urban education and recommend a course of action for the teaching profession. Preparations are underway for the initial meeting of the Task Force in Washington, D. C., April 27-28.

"The spotlight is focused on critical educational problems in urban areas and in spite of the growing concern of the federal government, school systems, volunteer groups and other citizens, adequate solutions have not emerged," said Lambert. "The recent, nation-wide turmoil of our cities points up the fact that there is no time to waste."

The Task Force has a three-fold purpose:

(1) To identify and explore the most critical problems in urban education.

(More)

(2) To design immediate and long-range programs through which the 1.1 million-member NEA, in cooperation with its departments, 50 state associations and hundreds of large urban locals, can most effectively contribute to the solution of urban education problems.

(3) To recommend to other appropriate agencies--public and private--contributions they can make to help alleviate these problems.

The NEA's position on urban education emphasizes the need of quality education for all children, it was noted. Further, the NEA strongly supports open housing, school desegregation, community involvement, changes in curriculum, increased state and federal aid, and expansion of adult education programs --all vital to the improvement of education in the inner cities.

Appointed as director of the Task Force is George Jones, a specialist in urban education. Formerly he was a staff member of the NEA's Division of Field and Urban Services, assisting local groups to develop action programs in urban education. Jones will be assisted by Joseph Devlin, S. J., of the NEA's Center for the Study of Instruction. Father Devlin, a distinguished Jesuit educator, helped set up an anti-poverty program in Boston with financial aid from the Ford Foundation, and has been working with the Urban Teacher Corps of Washington, D. C.

Leading authorities on urban affairs and the problems of inner city education will serve as consultants to the Task Force. Among some of them are: Daniel P. Moynihan, director, Joint Center for Urban Studies at Harvard and the Massachusetts Institute of Technology; Mario D. Fantini, project officer, Division of Public Education and Research, Ford Foundation; and Robert J. Havighurst, formerly professor of urban education at The University of Chicago, and presently at Fordham University. Other consultants will be added.

The chairman of the Task Force is Irvamae Applegate, NEA past president, and dean of the School of Education, St. Cloud State College, Minnesota. The vice chairman is Oliver W. Lancaster, supervisor of the Office of Integration, Inter-Group Education, Board of Education, Philadelphia, Pa. Other members of the Task Force are:

Fred Bertolact, professor of education, University of Michigan; Ruth Buehrer, classroom teacher, Newark, N. J.; Bessie S. Estell, elementary school principal,

(More)

Birmingham, Ala.; Richard Gousha, superintendent of schools, Milwaukee, Wis.; E. Edwin Linville, high school principal, Bronx, N. Y.; Joseph Patrick McDonough, American Personnel and Guidance Association, Washington, D. C.; Robert Martinez, executive secretary, Association of Classroom Teachers, Tampa, Fla,; Ferguson Rhemn, classroom teacher, Los Angeles, California; Daniel Schreiber, assistant superintendent of the Board of Education, N. Y. City Public Schools, and associated with the Special Programs for the Disadvantaged; Samuel Shepard, Jr., assistant superintendent of St. Louis, Mo., Public Schools; Mary Helen Swaner, classroom teacher, Dallas, Texas; Bennetta Washington, Women's Job Corps, OEO, Washington, D. C.; and Ester Wilfong, classroom teacher, Tacoma, Washington.

The Task Force will be assisted by a staff committee composed of representatives of the NEA--Ole Sand, Chairman, Center for the Study of Instruction; Glen Robinson, Director, Research Division; and Gary Watts, Director, Field Operations and Urban Services--and by representatives of the five cooperating departments. They are: Richard Brown, Associate Secretary, Association for Supervision and Curriculum Development; F. J. Johnson, Professional Services Coordinator, Association of Classroom Teachers, Dorothy Neubauer, Associate Executive Secretary, Department of Elementary School Principals; George Redfern, Associate Secretary, American Association of School Administrators; and George Shattuck, Special Assistant for Administration, National Association of Secondary School Principals.

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FOR IMMEDIATE RELEASE

Pennsylvania Teachers Vote
Sanctions, Censure Governor

Washington, D. C., April 8--The Pennsylvania State Education Association (PSEA), an affiliate of the National Education Association (NEA), Saturday voted to apply statewide sanctions and to censure Gov. Raymond P. Shafer.

The sanctions voted by PSEA's house of delegates consist primarily of notification of state departments of education concerning unsatisfactory teaching conditions in Pennsylvania. PSEA President Joseph J. Stranda said the sanctions could be interpreted to mean that "Pennsylvania is not a fit place to teach."

The sanctions, which were aimed at the legislature, and the censure of Gov. Shafer were for a lack of action on teacher salary and educational subsidy legislation.

This was the first time that PSEA, which represents over 80,000 of Pennsylvania's 103,000 teachers and administrators, has taken sanction and censure action.

# # #

4/8/68

April 2, 1968

NEWS from the National Education Association
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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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FOR IMMEDIATE RELEASE

Use of Injunctions in Teacher-School Board Disputes
May Be Tempered by Michigan Supreme Court Ruling

Washington, D. C., April 2--The Michigan Supreme Court ruled yesterday that the issuing of an injunction to force teachers to teach is justified only if boards of education have exhausted all avenues in "good faith" negotiations or if evidence of "violence, irreparable injury, or breach of the peace" is presented to lower courts.

The landmark decision is expected to have wide implications in the field of teacher-school board negotiations. The Supreme Court's vote in the case, the School District of the City of Holland (Michigan) vs. Holland Education Association, was 5-3.

Many education association officials have contended that courts have too freely issued injunctions to order teachers back into classrooms during disputes with boards of education. Thirty-eight teacher associations in Michigan refused to return to school last September. Many of the units, as well as teacher associations in other states, have been forced back to school by injunctions granted by courts.

In essence, the Supreme Court freed Holland teachers from an injunction issued last September and stated that no injunction should have forced the teachers back to school. The opinion said that the circuit court judge should have determined whether the school board had actually refused to bargain in "good faith" and noted that no testimony was taken by the circuit court prior to issuing the injunction. The case was remanded back to the circuit court.

The case arose when the Holland teachers failed to report on the date set by the school board for the opening of school in early September, 1967, because the association and the board failed to reach agreement on a new contract. The issue became

(more)

known as "no contract, no work" and was appealed by the teachers through the courts. The Supreme Court held hearings on the case on October 6, 1967, but did not release its decision until yesterday.

Dr. E. Dale Kennedy, executive secretary of the Michigan Education Association, which had fought the teachers' battle to the Supreme Court, said he was most pleased with the decision. "The Holland teachers have been completely vindicated. We firmly believe that these teachers acted properly and with good reason and are delighted that our highest state court concurs. I'm proud of our teachers. I note that the majority opinion stated, 'We are mindful of the exemplary conduct of the teachers when the writ was issued.'"

Dr. Sam M. Lambert, executive secretary of the National Education Association, said that "the decision of the Michigan Supreme Court in effect states that school boards have an obligation to negotiate in good faith and if they refuse to do so, they cannot go to the courts to force teachers into the classroom." The million-member NEA had filed an amicus curiae brief in the case.

The Supreme Court also noted that concerted action of withholding services, by itself, is not sufficient reason to issue an injunction and that it is contrary to Michigan public policy to issue injunctions in disputes unless there is evidence of violence, irreparable injury, or breach of the peace. The high court further stated that if the circuit court had found that an injunction was warranted it should have determined on what terms and for what period of time.

Two justices, who agreed with the majority that the injunction should not have been issued, wrote separate opinions in which they stated that since the teachers did not have contracts, they were not in the employment of the Holland school district.

Two of the dissenting justices found that a strike by public employees is prohibited and that the lower courts acted properly.

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The Supreme Court also seemed to warn Michigan legislators that the court would probably find unconstitutional any law that would authorize courts to issue automatic injunctions in the case of public employee strikes: "To attempt to compel legislatively a court of equity, in every instance of a public employee strike, to enjoin it, would destroy the independence of the judicial branch of government."

# # #

4/2/68

April 3, 1968

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Office of Education's New Bureau
Of Education for the Handicapped
Is Featured in NEA Publication

WASHINGTON, D. C., April 3--The dream of American researchers--"that a single investigator working in his laboratory on some obscure campus will discover, with the aid of a $4,000 grant, the turning point for American education"--is fading into obscurity, a new publication on education of handicapped children emphasizes.

Sixteen staff members of the U. S. Office of Education's new Bureau of Education for the Handicapped contributed articles, several of which stress the need today for a more complex and sophisticated approach to this specialized field.

The publication, "A Richer Future for Handicapped Children," is the March 1968 special feature issue of "Exceptional Children." The journal is published by the Council for Exceptional Children (CEC), a department of the National Education Association.

"This publication, describing new federally supported programs made possible by legislation strongly advocated by NEA and CEC, will become an invaluable reference for planning the education of handicapped children," William C. Geer, CEC executive secretary, said.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

James J. Gallagher, associate commissioner who heads the federal Bureau, points to the need for a more complex model for the transmission of knowledge in the field of education for the handicapped. "The instant solutions of a Tom Swift or Jack Armstrong" will not do, he emphasizes.

Until recently, Gallagher says, educational research has depended upon a simplified approach to changing "knowledge into action" and "it has proven to be a magnificent failure." This approach begins with awarding of financial support to an individual researcher who then publishes his findings, followed by a college professor who collects these findings and retranslates them for "embryonic teachers in the college classrooms" who, in turn, attempt to translate the information again to produce changed behavior in the classrooms.

The new Bureau has real potential for assisting in a more effective approach, its director indicates, since it unites the three major components that bring about change in education--research, training, and services.

James Moss, director of the Bureau's Research Division, and members of his staff describe the growing trend toward support of broad "research programs" in the field of education for the handicapped, with relatively less emphasis on short-term individual project grants aimed at answering fairly specific research questions.

In an introductory article, Commissioner of Education Harold Howe II sets the stage for the special publication by declaring:

"Our commitment to universal education carries no conditions. We do not say that every child is entitled to quality education except if he is poor, or except if he is mentally retarded or deaf. It is in this spirit that we enthusiastically pursue the goal of excellence in education for the handicapped."

Authors of articles also include Samuel A. Kirk, presiding chairman, National Advisory Committee on Handicapped Children, and professor of special education, University of Arizona; Edwin W. Martin Jr., deputy associate commissioner of

education for the handicapped; Michael Marge, director, planning and evaluation staff; Frank B. Withrow, director, Division of Educational Services; Leonard J. Lucito, director, Division of Training Programs; and other staff members.

# # #

4/3/68

NOTE: Copies of "A Richer Future for Handicapped Children" for news media use only may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201-16th St., N. W., Washington, D. C. 20036.

March 29, 1968

NEWS from the National Education Association
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Howard Carroll or Robin Dorr

FOR IMMEDIATE RELEASE

NEA Says AFT Responds Too Late
In Florida Educational Crisis

WASHINGTON, D. C., March 29--A spokesman for the National Education Association today likened the entry of the American Federation of Teachers into the Florida education scene to "frantically ringing the fire bell long after the fire department has put out the flames."

"We commend the AFT for its sudden interest in the welfare of the teachers and children of Florida," said Braulio Alonso, president of the National Education Association, "but we wonder where they were for the past decade when the courageous members of the teaching profession, with the help of its affiliate the National Education Association, were struggling against the state's power structure to keep education from going up in flames."

Reacting to statements by AFT president Charles Cogen that the union is conducting an all-out campaign to organize the teachers of Florida, Alonso pointed out that following more than 10 years of "putting out brush fires all over the state's educational system" the teachers turned to the NEA for help. "At any time during those 10 years, and particularly during the past year, the teachers of Florida had the option to turn to the union or any other organization," Alonso noted. "Apparently less than 100 of the 58,000 educators in that state elected to do so, as compared to 50,000 FEA members who felt that the NEA was in a better position to support them," he said.

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"The fire storm that swept the state of Florida, resulting in 30,000 resignations from teachers and administrators began on February 19. For three agonizing weeks these educators faced an apathetic citizenry, hostile school boards, and a vicious state-wide campaign by a well organized power structure led by politicians who were more concerned with breaking the teachers professional association than in creating the best educational system in the country, as promised by Gov. Claude Kirk in his campaign speeches," Alonso said.

The teachers union is deliberately overlooking the fact that Florida's teachers won a record salary increase and forced a stubborn legislature and governor to approve more than $200 million in new funds for education in a special legislative session called at the insistence of the teachers, said Alonso.

# # #

3/29/68

Mar. 28, 1968

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NEA Claims Florida Teachers Gained Biggest Victory
For Education By Submitting Their Resignations

WASHINGTON, D. C., March 28--An official of the National Education Association declared today that Florida's teachers gained the most significant victory in the history of American education as a result of their recent statewide teacher walkout.

"A special session of the Florida Legislature, called at the insistence of teachers, provided more than $200 million in additional funds for education--the most ever achieved by teachers anywhere," said Dr. Cecil J. Hannan, NEA's assistant executive secretary for professional development and welfare.

"Where has this kind of money for education ever been appropriated before by a legislature in special session?" asked Hannan. "It's unheard of in American education."

What's more, added the NEA official, the teachers made these gains for education in spite of Gov. Claude Kirk's declaration that he would veto a $254 million education compromise package enacted by the special session of the Florida legislature.

The special education session, said the NEA executive, coupled with the regular session in 1967, provides teachers with a record average increase of more than $2,200 for the 1968-69 school year.

Hannan explained that the 30,000 Florida teachers who submitted their resignations last month can justify their action because Gov. Kirk, who threatened to veto the compromise measure, permitted the bill to become law without his signature.

(More)

"If the teachers had not resigned," said Hannan, "there is no doubt that Kirk would have vetoed the education bill and renewed his plea to have new funds for education be put to a referendum." The governor had insisted all through the education crisis that he would not approve any measure that called for new taxes without a referendum, Hannan added.

Hannan maintained that Florida's teachers scored several other points with Kirk prior to the mass resignations by:

- Forcing him to appoint a special study commission on education.
- Forcing the governor to step up the report of his commission's study by one year.
- Forcing him to call a special session on education--the first in Florida's history.

In addition, Hannan said the teachers gained a closer relationship with the State Board of Education which is committed to work closely with local school boards in establishing professional negotiation agreements and set up citizen task forces to work with the community and the schools.

Meanwhile, Hannan reported that seven two-member teams of the "Florida Teacher Truth Squad" are completing their two-week pilgrimage this week of state capital and other major cities across the nation in an effort to tell the real story of the Florida education crisis.

The squads, comprised of resigned teachers, related to teacher groups and at press conferences incidents of reprisals and intimidations by school boards against teachers and administrators following a statewide settlement of the walkout on March 8. More than 8,000 Florida educators were immediately affected by the school boards' lockout, but the figure presently stands at about 2,000. The truth squads covered 42 states and the District of Columbia on their tours.

3/28/68

March 28, 1968

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For Further Information:
Beatrice M. Gudridge

FOR RELEASE: P. M. Papers
Thursday, March 28, 1968

Roy Wilson Leaves NEA Press Staff
For Full-Time Direction of NSPRA

WASHINGTON, D.C., March 28--Roy K. Wilson, chief press officer of the National Education Association who devoted 22 years to helping two professions--education news reporting and school public relations--come of age, tackles a new assignment next month.

The 54-year-old former Illinoisan will leave NEA April 18 to become executive director of the National School Public Relations Association (NSPRA).

His appointment which will include the spearheading of a major new NSPRA communications effort in urban poverty areas was announced this morning by the Association's president, Carroll B. Hanson, director of publications and information, Seattle, Wash., public schools.

Noting Wilson's contributions to educational journalism, NEA Executive Secretary Sam M. Lambert said that when the press officer joined the NEA Press & Radio staff in 1946 "you could count on the fingers of one hand the number of full-time education reporters on this country's daily newspapers. And stories about education usually landed up back in the obituary columns."

"But today," Lambert went on, "education has become a front page, prime time story not just for newspapers, but for national magazines, wire services, radio, and television. I believe the close working relationships built up over the years by Mr. Wilson with the press and broadcasting corps helped them realize that education was eminently newsworthy."

Upon becoming director of the Division of Press and Radio Relations in 1957, Wilson turned his attention to television, opening an office in New York City for closer liaison with the broadcast community, and adding TV specialists to his headquarters staff here.

(more)

Later he established a Los Angeles office for liaison with Hollywood film-makers.

One result was the debut in 1963 of the first dramatic weekly TV series built around the life of a classroom teacher, "Mr. Novak." Wilson was closely identified with this series throughout the two years it ran on the NBC Television Network. The series which critics declared demolished for all time the stereotype of the "old maid schoolteacher," represented a commercial investment by industry of some $20 million.

Wilson also spearheaded the production, distribution, and promotion of 18 major films for NEA and its state affiliates. One of these, "Children Without" was nominated for an Academy Award in 1965. Others which won both popular and critical acclaim included "Skippy and the Three R's," "A Desk for Billie," and "Crowded Out."

In recent years, he has promoted TV news as well as documentary coverage of education through the Division's distribution of NEA-produced clips and longer TV films of special events featuring NEA leaders. One such film resulted from the White House visit with President Lyndon B. Johnson of some 200 NEA leaders on the eve of passage of the Elementary and Secondary Act of 1965 and was called "Teacher in the White House." Another involved LBJ's visit to the 1965 NEA Convention in New York City and was entitled "The Day of the Doers."

Other news and feature clips have been distributed in connection with the annual observance of American Education Week, and in former years, Teaching Career Month, with which Wilson has been closely identified.

An innovator throughout his NEA career, Wilson conceived in 1956 the "National School Bell Awards" to recognize the outstanding and distinguished coverage education was beginning to receive from all media. Some 34 newspapers and wire services, 45 network television programs, 13 radio network programs, and 91 magazines have received School Bells in the past 11 years, and many state affiliates of NEA have adopted the idea as the education profession's thank-you to its interpreters in the mass media.

In the same year, Wilson pioneered the "Golden Key Awards" designed to recognize the influence of the teacher in shaping the careers of America's leaders. Among the

(more)

recipients of the Golden Keys along with their teachers have been former President Dwight D. Eisenhower, United Nations Under Secretary Ralph J. Bunche, President Lee A. DuBridge of the California Institute of Technology, Television Commentator David Brinkley, and Political Cartoonist Herbert Lawrence (Herblock) Block.

Paralleling Wilson's work over the years with writers, broadcasters and magazine editors have been his efforts on behalf of the educators who help to shape the flow of news about education--the information and publications specialists, public relations directors and editors of local and state education associations and school systems.

This phase of his career began when NEA Executive Secretary Willard E. Givens asked him in 1950 to take on the extra assignment of serving as secretary and staff director to NSPRA, then a fledgling NEA department, dedicated to helping education spokesmen achieve greater public understanding and support of the schools through the use of effective public relations techniques.

At the time NSPRA boasted some 1100 members and subscribers to its only publication, Trends in School Public Relations.

Convinced that the classroom teacher was the key to the school system's good (or bad) public relations, Wilson, with the cooperation of the NEA Department of Classroom Teachers, published a milestone publication in 1951 entitled It Starts in the Classroom, which was followed by a monthly newsletter of the same name which is still in existence.

Under Wilson's direction, NSPRA then embarked on a publications program unparalleled in NEA history which was designed to serve PR workers in their relationships with the public.

A series of handbooks for parents, first to be pioneered by any NEA unit, included one best-seller after another, including Happy Journey, Janie Learns to Read, Sailing into Reading, It's High Time, How to Help Your Child Learn, A Changing Time, The First Big Step, The College Experience Ahead, and Our Schools Have Kept Us Free.

At the same time NSPRA was putting out popular "how-to" books for the public relations practitioner, including Print It Right, No News Is Bad News, Public Relations Gold Mine (a series), Schools Are News, The Schools and the Press, Pebbles, Winning

Ways, Public Relations Ideas for Classroom Teachers, Conference Time, The Conference Planner, and Working with Parents.

In 1957, Wilson added a new dimension to NSPRA services with the launching of a weekly fast-mail Kiplinger-type newsletter, Education U.S.A. to keep educators posted on major fast-breaking news of education.

Beginning in 1954 Wilson inaugurated as an in-service training activity the annual five-day NSPRA seminar which brought together school PR practitioners with topflight communications and research specialists for comprehensive briefings on the latest PR and communications techniques.

Wilson came to the NEA staff from four years in the U.S. Navy where he rose to the rank of lieutenant commander. For the previous five years he had been public relations director at Eastern Illinois University at Charleston.

He had also been associate editor of two trade journals for the newspaper industry, edited a state capital newsletter for the Illinois Press Association, and was a reporter for the Chicago Daily News and the Decatur Herald & Review.

Born in Charleston July 9, 1913, he earned his bachelor's degree from Eastern Illinois State Teachers College, and his master's degree from the University of Illinois, Urbana. In addition he has done graduate work at Teachers College, Columbia University, and at the University of Maryland. In 1959 he was made an honorary Doctor of Letters by Glassboro State College, Glassboro, New Jersey.

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3/28/68

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3/28/68

March 28, 1968

NEWS from the National Education Association
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Mel Hayes

FOR IMMEDIATE RELEASE

Summer Head Start Programs Cost
$165 Per Child, NEA Report Shows

WASHINGTON, D.C., March 28--Head Start summer programs operated by the public schools in 1966 cost an average of $165 per pupil, according to the first national survey of these programs in public school systems.

The survey by the National Education Association's Research Division, which covered systems enrolling 300 or more students, revealed that the average per pupil cost in full-year Head Start programs during 1966-67 was $827.

The range for summer programs was from $99 to $600 per pupil, and for full-year programs, from $349 to $1,875.

Estimated total cost of 1966-67 Head Start programs operated by the public schools, either directly or on behalf of another agency, was $107,493,502. Most frequent financing arrangement was the use of 90 percent federal funds and 10 percent local. Head Start, for preschool children, is one of the anti-poverty programs funded by the Office of Economic Opportunity (OEO).

The NEA survey in April 1967 was based on a sampling of the 3,278 public school systems (out of 11,970 systems with 300 or more enrollment) that reported Head Start programs. More than one-third million (353,688) children were enrolled in the public school Head Start programs. Survey questionnaires were sent to all systems having enrollments of 25,000 or more and to a representative sample of the smaller ones. Responses were received from 84.5 percent.

(More)

The survey included Head Start programs in which public school systems furnish special assistance--making a school building available; helping recruit teachers, volunteers, or teacher aides; and providing testing and consultant services, for example--but do not actually operate the programs. Providing this cooperative help were 1,216 (37.1 percent) of the public school systems participating in Head Start, while 2,062 (62.9 percent) operated the programs (40.3 percent directly and 22.6 percent on behalf of another agency.)

The survey also revealed that--

- 292,432 pupils, or half of all 1966 summer Head Start pupils, were in public school programs.
- 15,172 teachers were involved in summer public school programs.
- $48,241,574 was the estimated total expenditure for 1966 summer Head Start in public schools, or 37.7 percent of the approved cost for all Head Start programs throughout the nation reported by OEO.
- More than two-thirds (67.1 percent) of the systems operating a program had a single summer program; 15.2 percent, a summer program with a follow-through; 9.3 percent, a full-year program only; and 4.2 percent, both a full-year and a summer program.
- Half-day sessions were attended by most children (77.9 percent). Full-day sessions were attended by 16.4 percent, while 5.7 percent were enrolled in sessions scheduled in other ways.
- Major purposes of the programs were to promote the educational, social, and emotional development of disadvantaged children. Special services most frequently provided were health examinations, nutrition programs, home consultation services, psychological testing, testing of mental ability, and aptitude testing.

(More)

- The types of parental participation most frequently reported by Head Start programs were parents serving as teacher aides, and parent-teacher conferences. Other kinds of participation, in descending frequency, included parental representation on policy boards, planned activities which help parents deal with problems, parental involvement in planning, and parents' organizations.

A preliminary summary of the Head Start survey is published in the March 1968 issue of the NEA Research Bulletin.

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3/28/68

March 27, 1968

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FOR IMMEDIATE RELEASE

Man To Aid Machine When NEA Job Search Opens
For 2,000 Floridians and Many Other Teachers

WASHINGTON, D.C., March 27--Although the National Education Association's electronic computer has been doing an effective job of matching teachers and school vacancies, this year NEA is adding services that just aren't humanly possible for a machine.

"As long as you rely solely on a computer you have only an efficient system," says Osborne A. Payne, who recently became director of the nationwide clearinghouse, NEA*SEARCH. "But what we want to provide is an excellent service, both to individual teachers and to superintendents faced with a continuing teacher shortage."

Payne has completed plans to set the matchmaker whirring in early April, and he expects that this locator and referral system will serve more applicants and employers than in its initial year of 1967. He points out, however, that the real goal of NEA*SEARCH is not numbers but "to assist just as far as possible every person who registers with us."

The computer itself should perform even more ably than last year when 1,000 vacancy listings were submitted during the entire season compared to 6,000 teacher application forms. By mid-March this year, 5,000 application forms were on file and superintendents had requested 5,000 blank vacancy forms. Each of these forms can cover up to 99 vacancies that call for the same specifications.

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Although the number of vacancies that will be listed is not yet known, the outlook for teacher placement this year is excellent, Payne believes.

Many of the registered applicants and superintendents will also need personalized, non-mechanized help, Payne stresses. Among those he hopes to aid with the human touch, where needed, are 2,000 teachers in crisis-ravaged Florida. NEA has already sent recruiters there to assist in the mass relocation.

NEA*SEARCH will not track down positions for the Floridians within the Sunshine State since it is still under NEA sanctions. But the system will ferret out appropriate jobs elsewhere across the land. By special arrangement this service will be provided without charge to these teachers who cannot return to Florida positions without salary cuts or other reprisals or who feel a compelling need for a change of educational climate.

One personalized means of helping the Florida teachers and more than 3,000 others who have registered will be to inform them immediately, in general terms, of any vacancy for which the computer has selected them. Then, on a reply postal card, they will advise NEA*SEARCH whether they likely would be willing to accept. Actually, NEA will check out double the number of names the superintendent has requested just to be sure he gets a good number of firm prospects. He will also be informed of the total number of persons the computer found who have the specifications listed by the superintendent.

This new approach should be especially helpful to superintendents, Payne explained. Last year NEA*SEARCH did not notify or check out the teachers, but left this to the superintendent. Often there was a discouraging number of rejections.

Another opportunity for the personal touch will be when the computer searches its electronic file unsuccessfully, the former Roanoke, Va., educator said. This does happen occasionally, he explained, for superintendents naturally tend to list their hardest-to-fill positions, such as ones in mathematics, science, and industrial arts, and teachers sometimes seek only blue-ribbon positions.

In such cases, the 42-year-old director of NEA*SEARCH explains, he and his small staff will hope to offer personal suggestions. Maybe the superintendent should relax his specifications slightly. Perhaps the computer could find several appropriate vacancies if the applicant slightly changed his preferences such as the subject or grade he would agree to teach, the salary, or geographic location.

After offering the suggestions, Payne said, NEA*SEARCH will sometimes have the computer try again--without charge to the applicant or superintendent--if it failed to accomplish its mission the first time around.

Another new feature this year is to permit employers listing 25 or more vacancies to pay $15 for each candidate actually hired, rather than purchase a specified number of computer-selected names for consideration. When this route is followed, the employer can request all of the names that the computer can find within his specifications.

Fifty per cent discounts to NEA and Student NEA members is still another new approach this year, Payne noted. They will pay only $5 and $3, respectively, compared with $10 and $6 for non-members.

The cost to school systems also has been slashed. Last year the fee was $12 for three names; this year it is $10 for five.

More categories of personnel will be served this year, too, the director said. Previously limited to teachers and counselors, the service is now also available to school librarians, school social workers, TV teachers, and audiovisual specialists.

Among new customers of NEA*SEARCH this year will be the District of Columbia schools. Baltimore schools, which were ineligible to use the system after NEA sanctions were imposed on that city, will be relying on the electronic matchmaker now that the sanctions have been suspended.

Payne sees still bigger things ahead for NEA*SEARCH after it acquires a large computer later this year. Presently the computerized services are provided under contract at another location.

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Service to junior colleges and their personnel and to school administrators is an addition Payne is anticipating. Only non-administrative personnel in the kindergarten-12 range can now be served.

Payne brings to his job as NEA*SEARCH director a rich and varied background that equips him well for his multi-sided task. A graduate of Virginia Union University in 1950, he first taught in a rural four-room school in Henrico County, Virginia. From 1954 to 1962 he served in the Richmond schools, the last six years as a principal. During this period he earned a master's degree in elementary education from Virginia State College and later pursued further graduate study at the University of Virginia. He served as state director of the American Teachers' Association from 1956 to 1962.

Payne then went to Liberia, West Africa, where he was acting dean of instruction at Cuttington College. Returning to the United States in 1965, he became education director of an anti-poverty program, Total Action Against Poverty (TAP), in his native Roanoke. He established 10 Day Care Centers and super sed Head Start projects involving 4,000 children in Roanoke and four counties. He was assisted by Mrs. Harriet L. Kipps, now his assistant at NEA*SEARCH.

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3/27/68

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FOR IMMEDIATE RELEASE

Math Teachers Embark
On Ambitious Film Series

WASHINGTON, D.C., March 25--The National Council of Teachers of Mathematics, General Learning Corporation, and Davidson Films of San Francisco will produce a series of 42 mathematics-instruction films and other materials for elementary school teachers and students, it was announced this month.

NCTM is a department of the National Education Association.

The series will consist of 30 films, each of approximately 10 minutes' duration, for classroom use and 12 films of about 28 minutes in length for teacher education. These sound, color films will cover the concepts of rational numbers (fractions) as taught in the new mathematics.

"It is in teaching rational numbers that elementary school mathematics instructors are encountering the most difficulty," Dr. Julius H. Hlavaty, NCTM President-elect noted, adding that NCTM would publish text materials to supplement the films.

Dr. Harry D. Ruderman, Chairman of the Mathematics Department at Hunter College High School, New York, N. Y., as executive director of the project, will head a seven-man Advisory Board consisting of NCTM members who are recognized authorities

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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

in their field. The Board will be responsible for the content and educational approach of the films, accompanying teacher's guides, and text materials.

Davidson Films, a producer of educational films and related media, has worked with 14 major curriculum projects since the company was founded in 1955 by John M. Davidson. Davidson and NCTM collaborated on an earlier teacher-education program on the subject of whole numbers, "Mathematics for Elementary School Teachers." It was funded by the National Science Foundation and the NCTM.

General Learning will finance the production of the 42 films and will distribute them. The company expects to begin marketing part of the series which will take two years to complete in the fall of 1969.

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FOR RELEASE AT WILL

Fred T. Wilhelms Named Executive Secretary
Of Supervision and Curriculum Department

WASHINGTON, D. C., March 25--Fred T. Wilhelms has been named by the Board of Directors of the Association for Supervision and Curriculum Development (ASCD) as the new executive secretary. Action by the ASCD Board came during the Association's annual meeting in Atlantic City, N. J., earlier this month.

Wilhelms is presently associate secretary of the National Association of Secondary-School Principals. He will assume his new position August 1, 1968, succeeding Leslee J. Bishop.

A Nebraskan, Wilhelms was born in Bruning on May 30, 1907, and received his early education there. He is a graduate of the University of Nebraska where he received the B.S. degree with a major in the classics, the M.A. degree in school administration, and the Ph.D. in secondary education.

While a teacher and administrator in schools in Nebraska early in his career Wilhelms became interested in curriculum, which has dominated his work ever since. He has worked to enrich the curricula of small high schools in the Middle West, and helped to develop a program of supervised correspondence study for high school

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students at the University Extension Division of the University of Nebraska. Later, he helped develop curriculum for the education of aliens for citizenship.

In 1948 he went to San Francisco State College as professor of education in secondary curriculum. After two years he became chairman of the Division of Education and Psychology, a post he held for eight years. During the next five years he directed an experimental study of teacher education and mental health, sponsored by the National Institute of Mental Health.

Wilhelms has been active in the work of the ASCD for many years and will take over his new job as executive secretary with a backlog of experience. He was chairman of the ASCD's 1967 Yearbook and has worked closely with various ASCD committees and has been a speaker at numerous meetings of the Association.

He holds memberships in numerous professional associations and is on the executive board of the John Dewey Society and on the executive committee of the National Committee for Employment of Youth. He has also been a member of the Committee on Mental Health in Education sponsored by the American Educational Research Association.

At the conclusion of a study on consumer education, Wilhelms wrote the textbook, Consumer Living, published in 1950. It was revised under the title Consumer Economics: Principles and Problems in 1959. He has contributed articles in professional journals, was author of a chapter on curriculum in the 1962 Yearbook of the National Society for the Study of Education, and is one of the authors of Behavioral Science Frontiers in Education.

In 1956-57, Wilhelms served as educational consultant to the Pakistan Planning Board, and was a delegate in 1964 to the Conference of the World Confederation of Organizations of the Teaching Profession in Paris.

Wilhelms is married and has one daughter.

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FOR IMMEDIATE RELEASE

Statewide Sanctions Imposed
On State of Idaho by IEA

WASHINGTON, D. C., March 25--The Idaho Education Association has imposed statewide sanctions due to low teacher salaries and unsatisfactory teacher certification standards, the National Education Association announced today.

The sanctions, voted by a 400-member special delegate assembly of IEA, censure the State of Idaho "for failing to meet its constitutional responsibilities to public school education." The education association is informing teacher placement offices; colleges and universities and their education departments; student education groups; and school trustees and superintendents in Idaho's neighboring states and the Northwest concerning the sanctions.

Wayne York, IEA executive secretary, said the action taken at Boise make it "unprofessional and unethical" for a teacher not now under contract in Idaho to apply for or accept a teaching assignment there. However, college students presently enrolled in teacher preparation in the state may accept assignments if they qualify for the standard Idaho certificate.

Idaho teachers may not shift from their present district to another in the state after April. And they are prohibited from accepting assignments in any district that had taken retaliative action because of education association activities, unless the IEA reports that the situation later was rectified.

About 90 per cent of Idaho's 8,200 public school teachers belong to IEA, York said.

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3/26/68

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FOR IMMEDIATE RELEASE

Teachers to Be Schooled in Politics
During Nationwide Effort April 5-7

WASHINGTON, D.C., March 22-Teachers in all 50 states will be "talking politics" April 5-7 in the first nationwide effort to make the country's two million teachers a dynamic force in the political arena, the National Education Association announced today.

But Teachers-in-Politics (T-I-P) Weekend also will feature action, not just talk, according to Lucile Ellison, secretary of the NEA Committee on Citizenship, sponsor of T-I-P. Buttonholing state legislators will be among the varied grassroots activities.

Main purposes of T-I-P, however, Mrs. Ellison explained, are to "lift the understanding of teachers" regarding the need for taking part in political matters, inspire them to become involved, and inform the public of the new political awareness and involvement of teachers, the nation's largest civilian occupational group. Specific topics such as "How to raise campaign funds" and "How to handle the opposition" will be dealt with in many of the weekend meetings.

The special three-day national effort is expected to be the springboard for "hundreds and thousands" of clinics by state and local associations in the months immediately ahead, Mrs. Ellison said. This surging movement, which possibly is gaining some impetus by contagion in a presidential election year, is really part of

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the emerging of today's teacher into a highly active and important role in the school, the community, and the nation.

Tying together some 120 of the regional, state, and local political clinics will be the common preview of an NEA film on "Teachers in Politics." In the film interview President Johnson assures NEA President Braulio Alonso that "without question" teachers can have enormous influence in determining educational policy if they become politically active. President Johnson, himself a former Texas teacher, commends the education profession for its voting record, noting that the turnout has been surpassed by virtually no other group.

Kickoff for T-I-P Weekend will be a nationally televised discussion of the politically active teacher by Mrs. Elizabeth D. Koontz, NEA President-elect. The Salisbury, N. C., teacher will appear on the NBC-TV's "Today" show on April 4. Speaking recently at a Political Citizenship Clinic, Mrs. Koontz asserted that teachers will no longer tolerate a "split personality" which decrees they teach democracy but avoid participating in the democratic process.

Maryland will be one of the states where classroom politicos will be trying out their "teacher power" during T-I-P Weekend as well as learning how to rev it up. They will try to whip up public enthusiasm for voting on a new state constitution at an approaching referendum election. In Springfield, Ill., on the other hand, teachers will explore strategy for getting the state to call a convention to remodel the Illinois constitution.

A Texas-size interviewing project is being planned in the Lone Star State. About 400 local units of the Texas State Teachers Association will be putting pertinent questions to candidates for the state legislature.

Massachusetts Education Association leaders are inviting the 240 state legislators to a dinner in Boston April 5. During the meal the lawmakers will be seated with their own teacher constituents--the presidents of local education associations--and then all will be reshuffled into several small across-the-state discussion groups.

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Kentucky will feature some synchronized political training when a total of more than a thousand teachers, meeting in 11 different cities, carry out a common agenda at the same time. In Ohio, political clinics throughout the state will be a prelude to T-I-P Weekend activities.

At NEA headquarters in Washington, D. C., a former assistant executive secretary for Professional Development and Welfare, T. M. Stinnett, will discuss the role of the teacher in politics as he delivers the second annual Chair of Criticism lecture. The city's first mayor, Walter Washington, and his wife, and several congressmen and their wives, have been invited to be guests at the dinner April 5 in Crabtree Auditorium. The Johnson-Alonso film will be shown.

Dr. Stinnett, now a visiting professor of education at Texas A&M University, has been a long and strong advocate of teacher participation in political life. Teachers, he says, are determined "to end their traditional mass role of impotent political entities."

A giant stride in that direction came when the NEA political clinics, designed to sharpen teachers' effectiveness as a political force for improving education, made their debut in Cleveland, Ohio, in 1964. Since then, 12 regional clinics and scores of state and local ones have been held across the nation, according to Mrs. Ellison.

The special T-I-P Weekend was suggested at a planning meeting last September in St. Louis by Cecil J. Hannan, NEA assistant executive secretary for Professional Development and Welfare. Bob C. Lees, a Tulsa, Okla., music teacher, is chairman of the NEA Committee on Citizenship, the T-I-P sponsor.

The nationwide effort contrasts with the time not so long ago when most teachers abhorred "politicking." In 1956 a poll indicated that only 23 per cent of the teachers thought their political involvement should go beyond registering and voting. Eight years later, 67 per cent favored the deeper involvement.

The NEA Representative Assembly has set the stage for greater teacher action in the political sphere, such as will be fostered during T-I-P Weekend. A resolution adopted by the 1967 Assembly says:

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"Many of the objectives which the organized profession has set for the improvement of education can be achieved only with the active support of its members in influencing public decisions. Therefore, the willingness of the teacher to assert himself fully as a citizen, including active political participation, is vital to the pursuit of high quality in education."

President Alonso said he has "felt for years that the only way this profession or any other profession can advance is to go in with both feet in the political arena."

Decisions on school matters ranging from textbooks to salaries to buildings, Alonso remarked on another occasion, require money for implementation and thus become political matters.

"Every major decision in education, bar none," he reiterated, "is a political decision."

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3/22/68

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For Release
Thursday Noon, March 21, 1968

Wyoming Schools Face Financing and Other Problems,
But NEA Study Team Finds Grounds for Optimism

WASHINGTON, D.C., March 21--Many Wyoming school districts may have to take drastic action, including the curtailment of school programs, unless financial relief is found, a National Education Association report released today reveals.

Such "educationally unsound" steps open to financially hobbled districts, the report of a preliminary study points out, might include: shortening the school year by maintaining a full program only until available funds are exhausted; eliminating educational programs--athletics, music, kindergartens, remedial instruction, and extra-curricular activities, for example; or cutting back on services such as transportation, hot lunches, and health services.

Two "fiscally unsound" approaches--deficit spending and borrowing money--also are listed as alternatives for financially embarrassed districts.

An estimated 29 of the state's 180 districts are already levying the maximum tax millage permitted by law, and 13 others are within two mills of the limit, the report notes. These districts, it warns, face serious trouble.

Especially frustrating to concerned school men in Wyoming, the three-member study committee reports, is the fact that an ample cash balance will be accumulated and lying unused in the Foundation Program Fund by July 1968. All that is needed is official authorization to appropriate the needed funds from present cash balances.

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The report of the study, requested by the Wyoming Education Association (WEA), points optimistically to the "constructive attitude" of Wyoming officials, legislators, school people, and citizens in dealing with their school problems. It notes particularly that "the 1969 Legislature will have the opportunity of making significant strides forward in Wyoming public education." As a result, the team at this time recommends against a full-scale investigation by NEA's Commission on Professional Rights and Responsibilities (PR&R).

The study committee, after talking with many school personnel, state officials, and representatives of interested groups, holds out hope that financial relief for districts bumping into the millage ceiling may be provided by an emergency appropriation of the regular session of the legislature in January 1969 if earlier relief is not found.

The report proposes uniform property assessment in all districts as a means of increasing revenue raised locally. It also suggests that the legislature consider raising or removing the present 30-mill local property tax limitation.

Failure to modernize provisions of the 1955 State Foundation Program has been a basic element in the school financing problem, the report asserts. It adds that this program must be kept current "as a fundamental aspect of state policy."

The study team also found serious problems in the areas of school district reorganization and the emerging role of teachers.

District reorganization, the report emphasizes, could eliminate extremely wasteful duplication of administrative services and bus routes; make available needed instructional services not now offered in many schools; and provide for all children a unified sequence of studies from kindergarten through high school. Now, 27 per cent of the state's eligible children are not attending kindergarten.

About one-half of the 180 districts have enrollments of fewer than 100 students, the report says, and there are nearly a hundred one-teacher schools.

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While the report lauds as a "healthy" trend the development of more and more written procedures for participation of classroom teachers in educational policy formulation, the study team was "not sure" that boards of education and the public understand the teachers' position in this matter.

"There seems to be some feeling in the state," the report notes, "that only certain individuals should be speaking out on educational issues, that it is somehow improper for the teacher to be concerned with the problems of education outside the immediate classroom. But these attitudes miss entirely the central point: all members of the teaching profession have the right and responsibility to focus public attention on educational problems."

The report stresses that teachers today are knowledgeable about many aspects of education and "are committed as never before to equal educational opportunities for children and to the vigorous pursuit of their own enlightened self-interest and to improving the quality of the schools."

Wyoming does seem to rank favorably in a number of educational measures, the study team acknowledges. For example, it has been above the national average in per pupil expenditures for the last decade, although it has recently been slipping back closer to that average. Two reasons for the state's relatively high level, however, are the disproportionately high costs of schooling for the many low-enrollment districts, and the cost of pupil transportation in the large sparsely populated areas.

Starting salaries in Wyoming for men with bachelor's degrees average considerably less for teachers than for many other professionals. The $5,346 annual salary of beginning teachers is less than the starting salaries of graduates in engineering, accounting, sales-marketing, business administration, liberal arts, production management, chemistry, physics, mathematics-statistics, and economics-finance. Beginning engineers with the bachelor's degree top the list with an $8,554 average compared to the $5,346 for teachers, while at the master's degree level the comparative starting salaries are $10,020 and $5,767.

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The study team, after a review of the Wyoming economy, concluded that citizens can be optimistic about their ability to finance state and local govermental services, including adequate teacher salaries and good schools.

Team members were Jack H. Kleinmann, associate executive secretary, NEA's PR&R Commission; Helen E. Hay, Denver teacher and PR&R member; and Victor Hornbostel, professor of education, Bowling Green State University, in Ohio. Donald W. Shanor, WEA executive secretary, Cheyenne, was a consultant.

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3/19/68

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FOR IMMEDIATE RELEASE

Paul Smith Death
Deemed Great Loss to NEA

WASHINGTON, D.C., March 19--The death of Dr. Paul E. Smith, 59, secretary of the Committee on International Relations of the National Education Association, has been called "one of NEA's greatest losses," and a "severe blow in these times of extreme significance for international education," according to NEA executive secretary, Sam M. Lambert.

A leading figure in international education, and a leader in NEA's international programs since 1956, Dr. Smith died unexpectedly on March 15 after a brief struggle with cancer. "He passed away with the same dignity, courage, and faith that characterized his whole life," Lambert said.

A native of Pennsylvania, Dr. Smith received his B.A. degree from Dickinson College where he was an instructor in English and Latin from 1930 to 1934. For two years he was a Fellow in the Folger Shakespeare Library here, and a year later received his M.A. degree from American University where he served as instructor. For the next five years he was an assistant professor at the University of Maryland. In 1942 he received his Ph.D. from Catholic University.

Dr. Smith's distinguished career in international education began at the U.S. Office of Education in 1943. For nine years he served as assistant director and then director of the Division of International Education, where he developed many significant programs. One of the best known of his achievements during this period was the planning, inauguration, and administration of the substantial Anglo-American teacher exchange program which still continues with marked success.

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"In his role with the expanding international program of NEA," Lambert said, "Dr. Smith has served in a liaison capacity with the U.S. Mission to the United Nations, the U.S. National Commission on UNESCO, the U.S. Commission on UNICEF, and with respect to all other private and public international organizations and agencies with which the NEA has been concerned. Of particular significance has been the expansion of the NEA Teach Corps, serving in a number of developing nations." The NEA Teach Corps has developed publications, conferences and other services which brought the elementary and secondary school teachers of the United States into helpful contact with their colleagues abroad and with the major international agencies concerned.

As a mark of the esteem and affection in which Dr. Smith was held abroad he was made an honorary member of the teachers' organizations of Indonesia, Jamaica, Panama, Ecuador, Trinidad-Tobago and (pre-Castro) Cuba. For the past ten years he had served with distinction as Secretary of the NEA Delegation to the Annual Assembly of the World Confederation of Organizations of the Teaching Profession.

Director of the Washington Foreign Students Service and the American Community School of Beirut, Dr. Smith was a member of the English Speaking Union, the American Friends of the Middle East, Omicron Delta Kappa, Phi Kappa Psi, and Phi Delta Kappa. He was a member of the board and chairman of the Education Committee of the United Nations Association of the U.S.A.

He is survived by his wife, the former Lucile Blackwell, and two sons, Paul Edward Smith, Jr., and Charles Merritt Smith, of Washington, D.C., and by his father, Thomas Paul Smith, and his sister Mrs. Margaret Barr, both of Altoona.

Funeral services were held on March 19. In lieu of flowers, the family requested that contributions be sent to Dickinson College Alumni Fund, Carlisle, Pennsylvania.

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FOR IMMEDIATE RELEASE

NEA Affiliate Wins First
Election In Arizona's History
By Defeating Union In Phoenix

Washington, D. C., March 18--The Classroom Teachers Association (CTA), an affiliate of the Arizona and National education associations (NEA), won the first representation election in the history of Arizona yesterday when it defeated the local affiliate of the American Federation of Teachers (AFT) in Phoenix.

Final vote count was: CTA -- 859; AFT -- 278; challenged votes -- 15, and those voting for no organization -- 7. All but 41 of Phoenix's 1,200 teachers voted.

Mrs. Betty Haas, president of the CTA, issued the following victory statement: "For the first time in the history of Arizona, the teachers of a school district have by secret ballot chosen an organization to represent them exclusively in negotiations with the board of education for the next two years. We congratulate the school board for holding the election and warding off the teacher turbulence which has hit other cities. We had an orderly, high-level campaign for which the teachers union deserves equal credit."

The win follows other recent victories for NEA affiliates in San Francisco, Calif.; Portland, Oreg.; Cincinnati, Ohio; Milwaukee, Wisc., and Denver, Colo.

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3/18/68

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FOR IMMEDIATE RELEASE

Colorado Votes To Impose Sanctions;
Oklahoma Maintains A Sanctions Alert

Washington, D. C., March 18--Colorado teachers voted state sanctions Saturday and Oklahoma teachers voted to maintain a sanctions alert.

The sanctions voted by Colorado teachers include censure of Gov. John Love and members of the Colorado legislature who have made insufficient efforts toward tax reform, additional financial support of education, and equalization of distribution of state funds for public education. The sanctions include notification of the nation's colleges and universities of unsatisfactory educational conditions in Colorado as well as alerting the state department of education, other state education associations and the National Education Association.

Colorado teachers also voted to ask the NEA to conduct a full-scale investigation of educational conditions in Colorado before September 1.

Oklahoma teachers voted not to impose state sanctions. However, they voted to maintain a sanctions alert and work for improving education by passage of bills now before the Oklahoma legislature. The teachers also voted to destroy 12,000 resignations which had been on file at the Oklahoma Education Association. There are approximately 27,000 teachers in Oklahoma.

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FOR IMMEDIATE RELEASE

Crisis Funding of Big-City Schools
Theme of Dallas Finance Conference

WASHINGTON, D.C., March 15--Crisis financing of big-city schools -- and where state and federal funding patterns fit in -- is the major theme threaded through the 11th National Conference on School Finance scheduled for Dallas, Tex., March 31-April 2.

A subtheme, says Chairman William D. Firman, will be the mounting teacher willingness to do battle for better educational financing on all levels.

This annual conference sponsored by the National Education Association's Committee on Educational Finance will be dissecting current trends in city, state, and national financing of schools, against a backdrop of teacher dissatisfaction over same in a dozen states from Pennsylvania to Colorado.

Dean H. Thomas James of the School of Education, Stanford University, widely recognized authority on school administration, finance, and law, keynotes the conference Sunday evening for some 400 representatives of state, urban, and suburban teacher associations, state departments of education and professors of finance and economics.

The issue pointed up by the recent report of the President's National Advisory Committee on Civil Disorders -- crisis financing of big-city schools -- will be explored by Senator Ralph W. Yarborough (D-Tex.) at the final luncheon Tuesday, April 2. His remarks follow a morning panel discussion on the same subject featuring top administrators from the schools of Buffalo, N.Y., Dallas, Tex., Detroit, Mich., and the New York, Texas, and Maryland state departments of education.

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In a Monday afternoon session, William Platt of Stanford (Calif.) Research Institute, will key his remarks to the price tags on different approaches to achieving racial balance in big cities.

Another urgent issue -- financial problems of parochial schools -- will be aired by Rev. C. Albert Koob of Washington, D.C., who is executive secretary, National Catholic Educational Association.

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Each year, the NEA Committee presents awards for outstanding research studies in educational finance as part of its continuing aim to spot new talent in this field. Awards will be made by Director Glen Robinson of the NEA Research Division at the Sunday night session to the following:

Dr. Myron L. Anderson, School of Education, Wisconsin State University; Dr. Walter I. Garms, assistant professor, Department of Higher and Adult Education, Teachers College, Columbia University; Dr. Richard Ervin Ten Haken, superintendent of schools, Central School District #1, Ticonderoga, N.Y.; Dr. Daniel B. Horton, Jr., assistant professor of education, Indiana Central College at Indianapolis; Dr. Joseph A. Igoe, assistant director for personnel relations, New York State School Boards Association, Albany; Dr. James Rose, assistant professor, Area of Graduate Study in Educational Administration, University of Kansas at Lawrence; Dr. H. Gerard Rowe, Jr., assistant professor of education, University of Connecticut at Storrs; and Dr. Francis Marion Trusty, associate professor and head, Department of Educational Administration and Supervision, University of Tennessee at Knoxville.

Other facets of the program include a review of state finance programs, clinics in local finance problems of urban and suburban teacher associations, and a rundown on salary schedules in higher education.

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Dr. Firman who is assistant commissioner for research and evaluation, New York State Department of Education, will preside over most of the sessions.

Other members of the Committee who will take a prominent part in the proceedings include Dr. Carl M. Bair, Jr., executive secretary, Palm Beach County (Fla.) Classroom Teachers Association; Dr. John P. Hindman, classroom teacher from Casa Grande, Ariz.; John A. Matthews, classroom teacher from Billings, Mont.; and Dr. William P. McLure, director, Bureau of Educational Research, University of Illinois at Urbana.

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Florida Teachers To Cover Nation
To Tell of Teacher Lockouts

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These touring educators, selected from those teachers and administrators who have been refused reinstatement without reprisal, will form into seven "truth squads" for the novel project, said Braulio Alonso, NEA President. Beginning Monday, March 18, they will visit most of the contiguous 48 states and speak in nearly 75 communities.

Meetings are being arranged through the NEA's state and local affiliates.

"Such a concerted personal effort to dramatize the plight of several thousand teachers to their professional colleagues across the land is unprecedented in the 111-year history of the NEA," Alonso said. "These Florida teachers have a mission. They have a story that needs to be told. It is an almost incredible story that will help teachers in other states better understand the type of unfortunate situation they might face--any of them--sometime in the critical months and years ahead."

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Alonso said the 14 Floridians will explain the harsh conditions that some local boards of education have established for reacceptance of teachers and administrators. They will also describe the chaotic conditions that are present in many schools where inexperienced and unqualified emergency substitutes are "keeping school" instead of providing education. And the visiting teams will offer their colleagues throughout the nation an opportunity to contribute financially to the cost of defending teacher rights in Florida.

Refusal of some local school boards to reinstate some or all of the resigned teachers and administrators, which a Florida Education Association (FEA) official has termed a "bloodbath," has kept 1,480 personnel out of the schools in Pinellas County; 1,150 in Escambia; 1,050 in Duval; 885 in Palm Beach; 600 in Polk; and lesser numbers in 31 other of the state's 67 counties.

In St. Petersburg (Pinellas County), disbanding of the local education association was the price set for reinstatement of teachers and administrators. Some local boards of education have refused reemployment of principals and other administrative personnel, or have offered teaching jobs to these former administrators. In other communities, returning teachers would lose tenure rights, being hired on a year-to-year basis.

Some school boards are insisting, as a condition of reinstatement, that principals represent teachers in negotiations. Other boards are asking teachers to reapply individually rather than as a group. And some boards have told leaders in the resignation movement that they're not wanted back.

Meanwhile, many of the schools have been in "utter chaos," reports indicate.

After the resignations were submitted, the State Board of Public Instruction lowered certification standards in order to keep schools open, although State Superintendent Floyd Christian later acknowledged that many schools were not really providing education. Housewives who taught years ago, military personnel, businessmen, and physicians and other professionals from a variety of fields have composed the corps of substitutes.

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In many cases, students had to be called upon to try to teach their peers or younger students when adult substitutes were unavailable. Both the NEA and FEA urged the state to close the schools in the interest of students' safety and welfare, but their pleas went unheeded.

Individual teachers and state and local education associations in many parts of the nation have already contributed to the NEA DuShane Fund for Teacher Rights to help Florida teachers "fight back" against repressive measures. The Florida "truth squads" will ask other teachers to contribute one day's pay to this cause.

The Florida crisis gave promise of ending March 8. That day the FEA and the State Board of Public Instruction reached a statewide accord based on reinstatement of all teachers without loss of status the following Monday. Their settlement followed Gov. Claude Kirk's permitting an education bill to become law the previous midnight.

However, only 12 of the 67 local boards of education agreed to accept all teachers and administrators back without reprisals. A few more have agreed to acceptable reinstatement since then.

About 3,000 of the 7,000 teachers who are still out of the classrooms have indicated they want to leave the "Sunshine State." At the request of the FEA, the NEA is calling on 5,400 local affiliates in 32 states to aid in this mass relocation.

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National sanctions imposed by the NEA last summer make it a breach of professional ethics for teachers outside Florida to accept positions there until the long deteriorating situation has been adequately improved.

The present phase of the Florida crisis began with enactment March 7, without Governor Kirk's signature, of legislation calling for $351 million in the name of education passed by the first special education session in Florida history. The session had been convened at the insistence of teachers to provide state financing for the K-12 program.

Of that amount, $158.7 million was actually earmarked for the K-12 program ($32.5 million for capital outlay and textbooks), leaving $126.2 million for actual operation of the minimum foundation program. An additional $10.2 million for K-12 was added by the State Board of Education on March 8.

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Most of the modest pay boosts covered by the $85 million education package approved by the governor (FEA was seeking $300 million in education funds) would have been obtained by slicing some $63 million off existing educational programs such as school lunches, textbooks, library services, kindergarten programs and programs for exceptional children.

Faced with this condition, FEA invoked sanctions on May 25, 1967 and requested NEA to invoke national sanctions. NEA acted two weeks later with sanctions which censured Gov. Kirk and his legislative backers and urged teachers from other states not to accept employment in Florida.

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After more than a month of little positive action toward educational improvement, the FEA called a meeting in Orlando's Tangerine Bowl on August 24 where 35,000 teachers, the largest single protest meeting of teachers ever held in this country, resolved to work toward a special legislative session on education, although Gov. Kirk had said he would never convene such a session.

When their petitions and other efforts failed to bear fruit, FEA began to collect undated resignations and received more than 32,000 from the state's total teacher corps of some 60,000. Thousands more undated resignations were expected to be turned in at another giant mass rally of teachers scheduled for Oct. 22 at the Tangerine Bowl.

Four days before the scheduled rally, Gov. Kirk who had appointed a special Quality Commission on Education to submit its final report in December 1968, ordered the group instead to have the report ready by the end of 1967. Further he promised that after reviewing the report, he would call a special session of the legislature.

In return for this pledge, FEA suspended its sanction activity, withdrew the mass resignation threat, but said the undated resignations would remain on file in its Tallahassee headquarters. NEA followed with an announcement that it would hold in abeyance its national sanctions against Florida until the legislature had had an opportunity to act on recommendations of the Quality Commission.

The Commission delivered its report to Kirk on Dec. 22 and the Governor called the special session on January 29 of this year. It adjourned Feb. 16 amid teacher objections that the fund appropriated would not provide the quality education they were seeking and that tax increases made in the name of education would not really benefit education.

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For Release
Friday, March 15, 1968

Oklahoma Public Schools Little Improved
Since Crisis in 1965, NEA Revaluation Shows

WASHINGTON, D. C., Mar.15--Oklahoma must take "drastic steps" to correct its school situation, which has not changed appreciably since 1965 when the state was under national sanctions, a revaluation by the National Education Association discloses.

The report, released today, charges state government leaders with using Oklahoma schools for political advantage. It points to public apathy which leaves the teachers "singularly alone in their battle to raise the quality of education."

Oklahoma is now under a "sanctions alert" placed by the Oklahoma Education Association (OEA) early in February, to extend until March 16. If "no reasonable progress" has been made toward improved educational financing by that time, OEA may impose sanctions, its officers have announced.

Seventeen thousand Oklahoma teachers gathered in Oklahoma City March 6 for an OEA "professional holiday" to dramatize their demand for better school financing and other improvements. To a considerable extent, their dissatisfaction has been focused on Gov. Dewey Bartlett, who on Feb. 27 vetoed a bill which would have raised taxes as well as teacher pay. The Governor was elected on a no-new-tax platform.

(More)

Oklahoma was involved in a similar school crisis three years ago. In May 1965 it became the second state in history (after Utah) to have national sanctions imposed on it by the NEA. These sanctions censored state officials responsible for the crisis, discouraged teachers from coming into the state, and established relocation centers for those wanting to leave. These NEA sanctions, which had been requested by the OEA, were lifted in September 1965 after the legislature and public had taken "important steps" to improve the schools.

Since then, little improvement--and in some cases, decline--has resulted, according to the NEA revaluation report released today. For example, Oklahoma's expenditure per pupil in 1966-67 was $453, or $120 below the national average. This school year the national average has risen to $619, while the Oklahoma expenditure has increased only to $477, or $142 less than the national average.

"The pupils of Oklahoma, the Oklahoma of tomorrow," says the committee report, "will be the beneficiaries of an enlightened and determined commitment and investment in their education--or the victims of a continued deterioration of educational climate that places their school experience in an atmosphere of conflict, suspicion, distrust and political opportunism. It is up to the citizens of Oklahoma to determine the direction: continued deterioration or dramatic improvement."

The report of the five-member committee charges that the schools have been used as a political football. "When the victims are the young citizens of the state," it declares, "the Committee believes that legislators should subordinate their own political ends to the future welfare of the state."

The committee calls on the Governor and the Legislature to "make a concentrated, bi-partisan effort in the interest of the improvement of the total school program in Oklahoma."

This and other recommendations have a familiar sound, for the recommendations "which were pertinent then (1965) are still pertinent today."

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One recommendation urges citizens to "translate Oklahoma's traditional reverence for education into concrete support for a modernized school system which is, insofar as practicable, divorced from partisan politics."

Although the public may understand the need for new buildings to replace outdated or overcrowded ones, it generally has little appreciation of the need for adequate salary schedules, remedial reading programs, guidance counselors, and similar elements, committee members found. Many residents have little knowledge of educational advancements outside Oklahoma, and they refuse to approve additional taxes for the schools. One result is low teacher salaries, causing young Oklahoma teachers to be siphoned off to other states.

Committee recommendations include:

- State school support approximating 40 per cent of total expenditures for public elementary and secondary schools.
- A better school foundation program, so that no child will be denied adequate educational opportunity because of where he lives.
- Reorganization at the state level to produce a "genuinely responsible directive agency" for the operation of the public school system.
- Reduction in the number of dependent school districts (now 914) with many one- and two-room schools having limited offerings in which children are not receiving "their constitutionally guaranteed birthright."
- Termination of the present earmarking of state tax money. This practice limits 85 per cent of the state's general tax revenue to already designated purposes.

The committee also suggested ways in which OEA might become a more effective educational force in the state.

Head of the special revaluation committee was M. Chester Nolte, chairman of the Division of Educational Administration in the School of Education, University of Denver. Other members were Mrs. Frederick A. Reimers, chairman of the Board of

(More

Education, Branford, Conn.; Dick Vander Woude, teacher in Spencer, Iowa, and president of the Iowa Association of Classroom Teachers; George H. Pope, superintendent of schools, Yorktown, Va.; and Mrs. Mabel M. Mitchell, teacher in Boulder City, Nevada, and chairman of the NEA Commission on Professional Rights and Responsibilities (PR&R).

PR&R staff assistance was given by David Bork, revaluation coordinator; John R. Grinnell, legal counsel; and Barbara A. Byers, technical writer.

The NEA evaluation was requested by the OEA through Mrs. Gladys Nunn, president, and Ferman Phillips, executive secretary.

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3/15/68

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FOR IMMEDIATE RELEASE

Crisis Funding of Big-City Schools
Theme of Dallas Finance Conference

WASHINGTON, D.C., March 15--Crisis financing of big-city schools -- and where state and federal funding patterns fit in -- is the major theme threaded through the 11th National Conference on School Finance scheduled for Dallas, Tex., March 31-April 2.

A subtheme, says Chairman William D. Firman, will be the mounting teacher willingness to do battle for better educational financing on all levels.

This annual conference sponsored by the National Education Association's Committee on Educational Finance will be dissecting current trends in city, state, and national financing of schools, against a backdrop of teacher dissatisfaction over same in a dozen states from Pennsylvania to Colorado.

Dean H. Thomas James of the School of Education, Stanford University, widely recognized authority on school administration, finance, and law, keynotes the conference Sunday evening for some 400 representatives of state, urban, and suburban teacher associations, state departments of education and professors of finance and economics.

The issue pointed up by the recent report of the President's National Advisory Committee on Civil Disorders -- crisis financing of big-city schools -- will be explored by Senator Ralph W. Yarborough (D-Tex.) at the final luncheon Tuesday, April 2. His remarks follow a morning panel discussion on the same subject featuring top administrators from the schools of Buffalo, N.Y., Dallas, Tex., Detroit, Mich., and the New York, Texas, and Maryland state departments of education.

(more)

In a Monday afternoon session, William Platt of Stanford (Calif.) Research Institute, will key his remarks to the price tags on different approaches to achieving racial balance in big cities.

Another urgent issue -- financial problems of parochial schools -- will be aired by Rev. C. Albert Koob of Washington, D.C., who is executive secretary, National Catholic Educational Association.

The current drive by classroom teachers to achieve a voice in local school policies, including budget procedures, through the medium of "professional negotiations" will be the topic of another discussion with speaker Dr. Robert Asnard, assistant director, NEA Research Division.

Each year, the NEA Committee presents awards for outstanding research studies in educational finance as part of its continuing aim to spot new talent in this field. Awards will be made by Director Glen Robinson of the NEA Research Division at the Sunday night session to the following:

Dr. Myron L. Anderson, School of Education, Wisconsin State University; Dr. Walter I. Garms, assistant professor, Department of Higher and Adult Education, Teachers College, Columbia University; Dr. Richard Ervin Ten Haken, superintendent of schools, Central School District #1, Ticonderoga, N.Y.; Dr. Daniel B. Horton, Jr., assistant professor of education, Indiana Central College at Indianapolis; Dr. Joseph A. Igoe, assistant director for personnel relations, New York State School Boards Association, Albany; Dr. James Rose, assistant professor, Area of Graduate Study in Educational Administration, University of Kansas at Lawrence; Dr. H. Gerard Rowe, Jr., assistant professor of education, University of Connecticut at Storrs; and Dr. Francis Marion Trusty, associate professor and head, Department of Educational Administration and Supervision, University of Tennessee at Knoxville.

Other facets of the program include a review of state finance programs, clinics in local finance problems of urban and suburban teacher associations, and a rundown on salary schedules in higher education.

(more)

Dr. Firman who is assistant commissioner for research and evaluation, New York State Department of Education, will preside over most of the sessions.

Other members of the Committee who will take a prominent part in the proceedings include Dr. Carl M. Bair, Jr., executive secretary, Palm Beach County (Fla.) Classroom Teachers Association; Dr. John P. Hindman, classroom teacher from Casa Grande, Ariz.; John A. Matthews, classroom teacher from Billings, Mont.; and Dr. William P. McLure, director, Bureau of Educational Research, University of Illinois at Urbana.

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3/15/68

3-13-68

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FOR IMMEDIATE RELEASE

NEA Urges Expansion
Of Teacher Corps

WASHINGTON, D. C., March 13--The National Education Association today urged expansion and extension of the Teacher Corps because its work has proven "to be essential in meeting the challenges of modern America."

"In the brief period of its existence, the Teacher Corps has already made an impact on American education," said Braulio Alonso, president of the one-million member professional teachers organization. "The young people involved as interns, with few exceptions, have brought new vitality to the school systems in which they serve," the NEA executive said.

The NEA has been deeply involved in the problems of children in "disadvantaged" areas, which extend to rural communities, regions which accommodate migrant workers, mountain people, American Indians, the Spanish-American in the Southwest, as well as heavily urban communities, Alonso noted. The Teacher Corps is one way in which the youngsters in these areas can be reached effectively, he added.

Referring to the colleges and institutions which groom and train tomorrow's teachers, Alonso observed: "Perhaps more importantly, because of the potentially far-reaching effect on teacher education institutions, the Teacher Corps program has led teacher educators to make their curricula more meaningful, more applicable to the situation that a greater number of beginning teachers face in the disadvantaged urban and rural communities," he said. Some corpsmen have complained that their university training has not been relevant to teaching in the ghetto.

(More)

The Teacher Corps, near death twice because of late funding, has mapped a plan to bring stability, and has asked for $31.1 million for fiscal 1969 (which begins July 1, 1968).

In a section on ghetto schools contained in the recent report of the National Advisory Commission on Civil Disorders, the Teacher Corps program is cited as "a sound instrument" for the "major national effort to attract to the teaching profession well-qualified and highly motivated young people and to equip them to work effectively with disadvantaged students." A Report of the President's National Advisory Commission on Rural Poverty has stated that "The Elementary and Secondary Education Act and the Teacher Corps should make an impact on the structure of the school system."

"I am sure I can speak for the dedicated teachers throughout the nation, and the more than million members of the NEA who have worked so courageously to bring quality education to all children of all racial, religious, economic and cultural levels," Alonso said. "We applaud the efforts of the Teacher Corps and wholeheartedly support the proposal that their ranks be expanded, extended, and supported by the citizens and the government of these United States," he concluded.

3/13/68

REPORT OF
THE NATIONAL ADVISORY COMMISSION
ON CIVIL DISORDERS

Improving the Quality of Teaching In Ghetto Schools

The teaching of disadvantaged children requires special skills and capabilities. Teachers possessing these qualifications are in short supply. We need a major national effort to attract to the teaching profession well-qualified and highly motivated young people and to equip them to work effectively with disadvantaged students.

The Teacher Corps program is a sound instrument for such an effort. Established by the Higher Education Act of 1965, it provides training in local colleges or universities for teacher interns--college graduates interested in teaching in poverty areas. Corpsmen are assigned to poverty area schools at the request of a local school system and with approval of the state education agency. They are employed by the school system and work in teams headed by an experienced teacher.

The Teacher Corps has been enthusiastically evaluated by the National Advisory Council on the Evaluation of Disadvantaged Children and the National Education Association in terms of its ability to attract dedicated young people to the teaching profession, train them to work effectively in poverty areas and make a substantial impact on students in these schools.

The impact of this highly promising program has been severely restricted by limited and late funding. As a result, there are now only 1,506 interns and 337 team leaders for the entire nation. The Teacher Corps should be expanded into a major national program. Funding should be provided at a level realistically scaled to the supply of interns and the need for Corpsmen and on a timely basis, so that prospective applicants can plan to enroll.

3-13-68

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FOR IMMEDIATE RELEASE

San Francisco Teachers Choose Association;
Contracts Withheld In Kenosha, Wisconsin

Washington, D. C., March 13--The San Francisco Classroom Teachers Association (SFCTA) has defeated the local affiliate of the American Federation of Teachers (AFT) in a mail vote conducted by Mayor Joseph Alioto's office in San Francisco on Monday.

Final vote count was: SFCTA -- 2,061; AFT -- 1,834; and voting for other groups or for no representation -- 201.

The vote came after the AFT had struck San Francisco schools early this month demanding an election to show which organization the teachers wanted to represent them before the board of education.

The victory follows other recent wins for affiliates of the National Education Association in major cities such as Cincinnati, O., and Milwaukee, Wisc.

Kenosha, Wisc., teachers, dissatisfied with progress in negotiating with the Kenosha Board of Education, have refused to sign contracts for the coming year.

Donald Deeder, executive secretary of the Kenosha Education Association (KEA), said that 608 teachers have turned over contracts to the KEA until the school board successfully concludes negotiations on a master contract with the KEA. Kenosha has 836 classroom teachers.

Deeder said contracts were issued to teachers on March 1, fifteen days before the date required by Wisconsin law. The contracts contained no provision for the length of the school year and salaries were based upon last year's contract. KEA officials said they felt the school board was attempting to have teachers sign and return their contracts prematurely in order to bring negotiations to an abrupt conclusion.

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3-13-68

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FOR IMMEDIATE RELEASE

NEA and Insurance Firms
To Form Holding Company

WASHINGTON, D.C., March 13--Formation of an insurance holding company to serve the million members of the National Education Association and its state and local affiliates has been approved by the boards of the NEA and the three participating insurance companies, Braulio Alonso, NEA president, announced today.

The Horace Mann Life Insurance Company, Springfield, Ill.; Educators Life Insurance Company of America, North Hollywood, Calif.; Pacific Employers Insurance Company, Los Angeles, a subsidiary of Insurance Company of North America, Philadelphia; and the NEA's Teachers Services Corporation, Washington, D. C., will form the new company, provided necessary stockholders' approval is obtained.

"This new holding company, which will be called the Horace Mann Educators Corporation, represents one of the most progressive steps ever taken by the NEA in serving the economic needs of the nation's largest professional group--the teachers and other educational personnel," Mr. Alonso said.

"In assisting these people economically, we will be contributing to the attraction and retention of qualified persons in the profession," he added. "And qualified teachers and other educators remain the prerequisite for quality education for this nation's 53 million school children."

The insurance companies involved will offer a fixed and variable tax-sheltered annuity program to members of NEA and its affiliates as soon as it is approved by appropriate regulatory agencies.

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March 6, 1968

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FOR IMMEDIATE RELEASE

17,000 Oklahoma Teachers
Hold Professional Holiday

Oklahoma City, Okla., March 6--In the biggest turnout of teachers in Sooner State history, 17,000 Oklahoma educators held a professional holiday here today to demand better financing of public education.

Dissatisfied with the state government's failure to agree and to enact into law an acceptable program for stemming educational decline, the Oklahoma Education Association invited Governor Dewey Bartlett and other legislators to the one-day meeting to explain their positions to the teachers.

Governor Bartlett who had on Feb. 27 vetoed a bill which would raise taxes and teacher pay declared that Oklahomans had been told the price of good schools, but had "not had the value of good schools explained."

Another speaker was President Braulio Alonso of the National Education Association who accepted from OEA President Gladys Nunn of Muskogee a check for $1,000 from Oklahoma teachers to help their crisis-bound colleagues in Florida.

Alonso, a former Tampa, Fla., high school principal who tendered his resignation Feb. 19 when Florida teachers began their walkout, told the Oklahomans that "anytime teachers take the lead in furthering the cause of education, they will be accused of not being 'professional.'"

He said in his opinion, acquiescence, passivity and timidity on the part of teachers could hardly be equated with true professionalism. He called for stiff backbones and courage to withstand pressure in the cause of improving education.

(more)

The OEA early in February declared a "sanctions alert" to extend until March 16, 1968. If "no reasonable progress" toward the more adequate financing of education in the state has been made by that time, OEA may impose sanctions on the state.

According to Mrs. Nunn, the current crisis stems from the state's unwillingness to keep pace with other states in financial support of education. Last year, she said, Oklahoma ranked 37th in expenditure per child for elementary and secondary education. This year, it ranks 43rd--$142 below the national average. All states surrounding Oklahoma, she declared, with the exception of Arkansas, are spending more per child for elementary and secondary education.

Three years ago on May 11, 1965 in a similar crisis condition, Oklahoma became the second state in history to have national sanctions imposed on it by NEA. The sanctions, which had been requested by OEA, were lifted on September 24 of the same year.

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3/6/68

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FOR RELEASE TO A.M. PAPERS, FRIDAY,
MARCH 11

NEA Report Recommends
Major Changes in Florida's
School Power Structure

TALLAHASSEE, Fla., March 11--A special study committee of the National Education Association (NEA) last night recommended that Florida revamp its educational finance and power structure from top to bottom.

The recommendation was contained in a report presented here last night to directors of the Florida Education Association (FEA) and the Florida State Teachers Association (FSTA). Both have headquarters here and are affiliates of NEA. The study was conducted by NEA's Professional Rights and Responsibilities Commission (PR&R).

Titled "Florida: A Study of Political Atmosphere as it Affects Public Education," the report was made at the request of both FEA and FSTA. The education associations contend the political atmosphere of the state is damaging public education.

Implicit in the report is the conviction that rural domination of the state legislature--with the consequent under-valuing of education--is to blame for many of the state's educational ills.

These, the report says, include: (1) a growing teacher shortage; (2) a measurable differential between predominantly-white and predominantly-Negro schools; (3) inadequate professional salaries; (4) a weakened (in 1963) continuing contract law for teachers; (5) too few kindergartens; (6) too many small schools; (7) too few remedial classes; (8) not enough shop or vocational courses; and (9) too much dependence on out-of-state teachers to fill Florida's needs (5 out of 6 teachers in the state come in from outside.)

(More)

The state board of public instruction, the report continues, should be reconstituted. Instead of its present ex-officio membership--the governor, state school superintendent, treasurer, attorney general, secretary of state--the board should be "composed of leading citizens from throughout the state" who will be elected on a non-partisan basis and who will be able to devote their public service to education only.

At present, the report says, state officers on the school board serve on a host of other state boards, leaving them too little time for educational problems. The state school superintendent, for example, the report points out, serves on 14 boards, including the board of public instruction.

But the state superintendent, the report continues, should not be a member of a board whose instructions he is to carry out. Instead, the report recommends, he should be appointed by an elected board. The state school chief should also "be permitted to concentrate his abilities and energies on the task of educational leadership."

In addition, the report says, the powers of the state budget commission should be curtailed. At present the commission--made up of the same five state officers who make up the state school board plus the state commissioner of agriculture and the state comptroller--control not only the total state school budget but have control over specific items in the budget. It is this latter power of the commission, the report says, that should be cut off.

On the county level, school superintendents should be both qualified and appointed. At present, the report says, Florida is the only state in the union which does not require its superintendents to have professional qualifications for running the schools. Only eight of the 67 county superintendents in the state are now appointed by their school boards. The remainder of the superintendents are elected on a partisan basis with little or no emphasis on training and qualifications.

(More)

In addition, the report advises, county school boards--ranging from five to seven members--should be elected on non-partisan slates and should serve without salary--only their actual expenses on school board business should be paid.

Local school trustees--elected on a partisan basis to advise school boards about personnel--should be eliminated. So should the control over county school budgets that budget commissions now have in three counties.

Tax assessors--who exercise major influence on school programs through their power to set property values--should be appointed instead of elected, the report says, and should be required to have qualifications for their jobs.

Dr. Dana Swick, superintendent of schools in Kingsport, Tenn., and chairman of the study group, said that few of its recommendations were brand new.

"For the most part," Swick said in presenting the report, "our recommendations parallel those of two decades ago when the Florida Citizens Committee on Education, after a complete and comprehensive study of Florida's education (embodied in "Education and the Future of Florida") also recommended changes in state and local school boards, state and local superintendents, tax assessments, and finances."

A new effort, such as the 1947 study, is needed, the report points out. "It is essential that Florida's citizenry and its leadership explore the educational issues--and the political issues that influence education in their states. It is essential in 1966, as it was in 1947, that they recognize the direct relationship between education and the future of Florida."

To acquire the funds needed to improve Florida's education picture, the report recommends the establishment of a state assessment board or other agency to ensure "more nearly uniform assessment practices throughout the state." Such a board would review county assessments and enforce periodic revaluation in compliance with state "just value" laws.

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County school district millage elections, the report says, should also be abolished, and the county school board should have the power to fix school millage rates "within broad constitutional limits."

Swick said that the big gain of the 1947 Florida Citizens Committee on Education was the establishment of the Minimum Foundation Program. But that program now has to be improved, he said.

The report recommends that the Minimum Foundation Program be transformed into a Quality Foundation Program, with additional school taxes "in conformity with the principle of taxing wealth where it is to educate children where they are."

The Minimum Foundation Program is too minimal the report says. A new measure should be aimed at "improving the internal structure of the present program by adding components to accommodate new programs and services and by setting realistic quality levels of support."

This added revenue, the report says, should "ensure adequate allowances for a well-balanced program for all children in all counties," taking into account not only the ability but the efforts of the counties to support education.

Too many counties are making only minimum efforts to locally finance their schools and depending on the state--which offers them few incentives to improve--for the rest, the report points out.

Calhoun County, for example, provides less than 9 per cent of the cost of supporting its schools, while Palm Beach provides over 63 per cent.

It appears, the report says, that the relatively poor counties--mostly in Northern Florida--"not only have less to spend for public education than the peninsular counties, but they are spending less of what they have in terms of actual property values."

Changing the formula for distribution of state funds, the report says, could provide the incentive they need to increase their share of the educational budget and enable their schools to improve.

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What the present Minimum Foundation Program "produces in terms of quality education and to what extent it is subsidizing lack of effort, as well as compensating for lack of ability, are questions that seem to be worthy of further exploration."

Other recommendations to the state:

- Pay adequate teachers' salaries.
- Expand and improve pre-service and in-service (on-the-job) training programs for teachers.
- Discontinue improper use of the National Teachers Examination.
- Protect tenure rights of teachers under school consolidation.
- Enact laws to protect teachers from unfair dismissals and demotions.
- Prevent further misuse and consequent under-assessment of the state's natural resources.

To the professional association of teachers in Florida the study recommends:

- A unified and effective professional and political action program.
- A legislative program to secure tenure rights for teachers.

3/11/66

Members
of
NEA Special Committee for Florida Study
Conducted By
National Commission on Professional Rights & Responsibilities

Dana F. Swick, chairman.	Superintendent of Schools Kingsport, Tenn.
John A. Aragon	Executive Secretary, New Mexico State School Boards Association; professor of education, University of New Mexico, Albuquerque.
Mrs. Juanita M. Corbin	Elementary teacher, Riegelwold, N.C.; immediate past president, Association of Classroom Teachers, North Carolina State Teachers Association.
D. P. Culp	President, Alamo College, Monetevallo, Ala.
Zach S. Henderson	President, Georgia Southern College, Statesboro, Ga.
Mrs. Edna Lindle	High school teacher, Henderson, Ky.; member of NEA Commission on Professional Rights and Responsibilities.
William P. McLure.	Director, Bureau of Educational Research, University of Illinois, Urbana, Ill.
John L. Miller	Superintendent of Schools Great Neck, Long Island, N. Y.

Staff Members
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Ernest F. Anderson	Research Associate, University of Illinois
Owen Love, Study Coordinator	Legal counsel, PR&R Commission
Oscar E. Thompson.	Associate executive secretary, PR&R Commission
Dorothy Massie	Technical writer, PR&R Commission

March 2, 1968

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FOR IMMEDIATE RELEASE

NEA Votes $2 Million for
Florida School Crisis

WASHINGTON, D. C., March 2--The Executive Committee of the National Education Association met here today and voted to provide $2 million to assist in the Florida education crisis now going into its third week.

The funds will be used for interest free loans, guaranteed by the NEA, legal fees, and grants to teachers for emergency hardship cases.

In announcing the $2 million authorization, NEA President Braulio Alonso accused the Florida State Board of Education of breaking its promise to approve a settlement agreed upon earlier this week. "Florida's teachers have taken great risks and suffered many hardships during the past two weeks in their courageous effort to affect changes in education," Alonso said, speaking of the more than 30,000 educators who resigned en masse on February 19.

"Florida's teachers are engaged in a historic crusade aimed at changing political indifference and public apathy, and improving educational opportunity for all children, white and Negro," the NEA leader said. Noting that thousands of unqualified substitute teachers are manning the Florida schools, Alonso charged that "We have many reliable reports of unwholesome and dangerous school conditions during the past two weeks, and school fires, dangerous fights among pupils, and cruel and unjust punishment by unqualified personnel."

"That is why the Executive Committee of the NEA today is announcing that it will make $2 million available to Florida's teachers so that they can continue this struggle against callous indifference and apathy by the state's leaders," Alonso announced at a news conference held at NEA headquarters today. "All legal means will be employed

(More)

in this massive effort to insure not only the rights of individual teachers but also the rights of school children who are presently being denied the opportunity for an adequate education," he said.

Citing the numerous examples of threats, intimidation and other abuses suffered by the Florida teachers who resigned two weeks ago, Alonso asserted that "aides for the Federal Head Start programs have been ordered to teach regular elementary classes and Federal program heads are being used to take the place of resigned principals. We have widespread reports of alleged misuse of Federal funds and the placement of government and military personnel in the classrooms as voluntary substitutes."

Male teachers have been threatened with draft notices if they do not return to their classrooms, Alonso stated. Field representatives of the NEA report widespread examples of wives and husbands of the resigned teachers being fired if their respective spouses do not return to the classroom.

Alonso quoted Florida State Superintendent of Schools Floyd T. Christian as admitting that "in too many cases we were not teaching school, but merely keeping school." Christian warned that if the present situation continues "next September there would be no school at all. With Florida's education reputation shattered by discord, we would never be able to recruit the 11,000 additional teachers we will need."

Alonso stressed, "If the vested money interests are more concerned with eliminating the professional education association in Florida than they are in resolving the education crisis, let it be said here and now that they will have to answer to the entire teaching profession and its 1.5 million members across this country. Teachers nationwide are deeply concerned with the courageous effort being waged against tremendous odds by Florida's teachers."

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3/2/68

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FOR IMMEDIATE RELEASE

Oklahoma Teachers Call
One-Day Statewide Walkout

Oklahoma City, Okla., March 1--Oklahoma's 27,000 public school teachers will hold a one-day emergency convention next Wednesday, March 6, here in the Fairgrounds Arena to call state government officials' attention to their displeasure at failure to enact an educational program.

The meeting at the Fairgrounds will begin at 10:00 a.m. and scheduled speakers are expected to include Oklahoma Governor Dewey Bartlett, Cecil J. Hannan, assistant executive secretary for Professional Development and Welfare of the National Education Association, and leaders of the Oklahoma legislature. Following the morning meeting, a march to the Capitol Building from the Fairgrounds is expected.

Governor Bartlett vetoed a legislative tax increase-teacher pay raise package Tuesday.

The Executive Committee of the Oklahoma Education Association, disturbed over the state government's failure to agree and enact into law an educational program, called the one-day statewide protest.

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3/1/68

2-28-68

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FOR IMMEDIATE RELEASE

New Mexico Teachers Reach Agreement
With Governor, Averting State Walkout

WASHINGTON, D.C., Feb. 28--A statewide walkout of New Mexico's public school teachers was averted yesterday by a compromise agreement worked out with Governor David Cargo by the New Mexico Education Association (NMEA) and the Albuquerque Classroom Teachers Association (ACTA).

Under the agreement, the Governor will name a nine-man emergency task force to develop by April 15, 1968 a comprehensive program for improving education in the state. The task force is also to recommend to the Governor the "earliest possible date" for calling the legislature into special session to enact the program.

The task force, now being formed, will be composed of representatives of NMEA, ACTA, executive and legislative branches of state government, the state board of education, and the general public.

The recommended program, according to a joint statement from the teacher associations and the Governor, should include but not necessarily be limited to development of a sound foundation program for education to be implemented in the 1968-69 school year, plus an "adequate and equitable" state and local structure for financing it. The recommended program should also include measures to enable all local school districts to implement the statewide finance program "to the full measure of their capabilities."

The Governor requested the task force to give him its judgment as to the period of time needed for drafting of legislation to implement the program and to recommend the earliest possible date on which the program could be ready for the legislature's consideration.

(more)

NMEA had scheduled yesterday and today as "professional days" for New Mexico's 12,800 teachers, but when the agreement was signed early Tuesday morning, James W. Green, NMEA executive secretary, urged all teachers to return to their classrooms this morning and most did.

(Albuquerque teachers who had walked out in protest last week return to work tomorrow.)

"NMEA feels," said Green, "that the call for teachers to return without delay to their classrooms shows that the Association is strongly professional in its efforts to improve education, but also that it recognizes fully its responsibility to the children and public of this state."

Green,who helped negotiate the compromise agreement along with Executive Secretary James G. Rodgers of ACTA, noted that the appointment of the "blue ribbon" task force is only a first step but an important one that can build up steam and power for educational improvement.

He pointed up seriousness of New Mexico school statistics which show the state 46th among all states in per capita property tax revenues of local governments; 36th in expenditures per pupil; 50th in improvement of per pupil expenditures over the last 10 years; and 49th in improvement of instructional staff salaries in the last decade.

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2/28/68

Feb. 27, 1968

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FOR IMMEDIATE RELEASE

Half-Year Teaching Contracts
Recommended in South Dakota

WASHINGTON, D. C., Feb. 27--Teachers in South Dakota, one of several states facing school crises, have been urged by their education association to sign contracts for only one semester of 1968-69.

This statewide action was approved Saturday, February 24, by the Representative Assembly of the South Dakota Education Association (SDEA), an affiliate of the National Education Association. About 600 persons attended the meeting, Mrs. Carrie Hansen, a Rapid City teacher and SDEA president, reported.

Ronald O. Daly, who represented the NEA at the gathering in Pierre, said a statewide move to limit teaching contracts to less than the normal one-year period probably is unprecedented in the nation. Renewing of contracts for the remainder of the year would be contingent upon improvement of the education climate, Daly, a staff member of the NEA's Professional Development and Welfare section in Washington, D. C., explained.

The SDEA Assembly also voted a statewide "sanctions alert" and sent requests to the Governor and the legislature for a special legislative session, before March 10, to deal with the educational crisis. If the deadline is not met, the Assembly decided, SDEA will ask NEA's PR&R Commission to arrange an investigation of "the quality of elementary and secondary education in South Dakota and the taxation system used to finance this program of education."

Investigations in Utah, Oklahoma, and Florida by special NEA committees became the bases for imposing state sanctions by the state education associations and national sanctions by the NEA. These sanctions included publicizing the educational conditions,

(More)

censuring responsible public officials, urging teachers not to accept positions in the states while sanctions were in effect, and notifying businesses and industries of the deteriorated school situations. In Florida, which is still under sanctions, about half of the 60,000 teachers in the state have resigned and many schools are closed.

Richard B. Kennan, executive secretary of the PR&R Commission, emphasized that an investigation in South Dakota would not lead to sanctions if recommendations of the committee were given careful consideration and the state's education situation improved significantly.

The developing crisis in South Dakota was highlighted on Wednesday, January 24, when 5,000 of the state's 9,000 public school teachers gathered in Pierre for a protest march to the state capitol.

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2/27/68

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Teachers Asked to Donate Day's Pay
In Support of Florida Teachers

WASHINGTON, D.C., Feb. 23--The nation's teachers were urged today to donate a day's pay in support of some 35,000 Florida teachers who have resigned in protest of inadequate state financing of Florida's public schools.

The National Education Association president, Braulio Alonso, called on teachers in the other 49 states, the District of Columbia, and Puerto Rico, to make a "commitment to action" by giving financial assistance to "help carry the Florida teachers through the difficult days ahead."

"The teaching profession is proud of the courageous stand taken by Florida's teachers who are putting their jobs on the line so that the state's 1.3 million school children will receive a better education," Alonso said.

The NEA president, former principal of King High School, Tampa, Fla., said Florida's teachers "have taken this drastic step" because a special session of the Legislature called to resolve the state's educational crisis failed to provide the necessary funds.

Alonso said the Legislature approved a measure calling for $350 million in the name of education but only about one third of that amount, or $127 million, was earmarked for elementary and secondary schools.

"Some 35,000 teachers have already been away from their classrooms for several days, marking Florida as the battleground where the professional is faced with his greatest challenge," declared the NEA executive.

Alonso said education is in a "state of confusion in Florida" and the state's power structure is "determined to break the teachers' spirit." "Substitute teachers, non-certified and other unqualified persons are being recruited in a makeshift fashion in a desperate effort to keep the schools open," he said, adding:

"Many teachers are facing threats of intimidation and reprisal. Some have been served with court orders restraining them from encouraging other teachers to join their cause."

Alonso said the unified teaching profession cannot turn its back on "this most important of all school crises which are sweeping this country like a prairie fire."

"Today it is Florida. Tomorrow it may be your state," said Alonso in a communication to NEA's 8,700 state and local affiliates. Some 1.5 million teachers are members of NEA and its state and local affiliates.

Donations should be sent to the DuShane Fund for Teacher Rights, 1201 16th Street, N. W., Washington, D. C. 20036.

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2-26-68

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FOR IMMEDIATE RELEASE

Executive Secretary of NEA Urges
Closing of Florida Schools

WASHINGTON, D.C., Feb. 26--The Executive Secretary of the National Education Association today urged the closing of all Florida public schools in the wake of the nation's worst educational crisis.

Dr. Sam M. Lambert, in an appeal to the Florida State Board of Education, called on the state's education officials to "protect the safety and welfare of Florida's school children" by shutting down the schools for the duration of the crisis.

Lambert said many unqualified teachers are manning the classrooms in a desperate effort to keep the schools open. In some instances, according to press reports, elementary and high school students temporarily replace teachers in the classrooms.

"The countless examples of confusion and chaos as reported in the nation's press and on radio and television indicate that many of the schools that remained open are operating under near catastrophic conditions," said Lambert.

Some 35,000 teachers resigned last week after a special session of the Legislature called to resolve the education impasse failed to provide adequate state financing for elementary and secondary schools.

Soon after, Gov. Claude R. Kirk, Jr., signed a measure to allow county school boards to hire non-certified persons to replace the teachers who resigned.

"Never before has a state faced a school crisis equal to that of Florida and never before have teachers been driven to the point of mass resignations as they have in Florida," Lambert said.

The NEA executive said hastily gathered substitute teachers, particularly those who are not qualified, will seriously impair the educational program of children.

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Lambert's telegram was sent today to the following members of the Florida State Board of Education: Gov. Claude R. Kirk, Jr., president; Secretary of State Tom Adams; Attorney General Earl Faircloth; State Treasurer Broward Williams; and Superintendent of Public Instruction Floyd Christian.

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FOR IMMEDIATE RELEASE

NEA To Consider Study Of
Colorado Educational Finance

WASHINGTON, D. C., Feb. 26--Two officials of the National Education Association will visit Denver March 6 to weigh the need for a full-scale investigation of educational finance in Colorado.

Richard B. Kennan, executive secretary of the NEA's Professional Rights and Responsibilities Commission, and Jack H. Kleinmann, associate executive secretary, will make the preliminary inquiry at the request of the Colorado Education Association. Elbie L. Gann, CEA executive secretary, is scheduling witnesses and collecting documentary evidence for the hearing.

The CEA, whose 22,000 members represent more than 90 percent of the instructional staff in Colorado public schools, has asserted that the schools face a crisis unless financial relief is provided by new state legislation. However, the legislature, which is now in session, seems to have reached an impasse in respect to essential educational measures.

If the NEA team recommends an investigation and it is approved by the PR&R Commission, a special blue-ribbon committee will be appointed to conduct it. Hearings would begin as soon as possible, probably within a few weeks.

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FOR IMMEDIATE RELEASE

Teacher Unrest Sweeps Into New Mexico,
South Dakota, Oklahoma, Idaho, Pennsylvania,
As Florida Educational Crisis Continues

WASHINGTON, D.C.,Feb. 23--As the nation's first statewide walkout of teachers continued in Florida today, militant teachers in at least five other states were poised for decisive steps within the next few days, the National Education Association reported.

New Mexico, South Dakota, Oklahoma, Idaho, and Pennsylvania education associations, affiliates of the NEA, are considering strong statewide actions involving at least 135,000 teachers.

In addition, several other states are beginning to seethe as fired-up teachers across the nation abandon their traditional role of silent long-suffering and take a determined stand for better school programs and facilities, a stronger voice in educational policy-making, and more equitable teacher salaries, the NEA said. Scores of cities and counties already are experiencing or are faced with walkouts, strikes, and other muscular evidence of the new surging militancy.

The New Mexico Education Association, with 12,000 members, has announced a walkout of teachers throughout the state on Feb. 27 and 28 if Gov. David Cargo has not, by Monday noon, agreed to call a special session of the legislature to deal with the educational crisis.

A complete revamping of the school aid program in New Mexico is necessary in order to give all children an equal chance to get a good education, according to a

(More)

Teacher Unrest Sweeps Into New Mexico,
South Dakota, Oklahoma, Idaho, Pennsylvania,
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report of a special NEA-NMEA investigation last December. No child is getting a topnotch education because not a single school district in the state has enough money, the special committee found.

Teachers in Albuquerque, the state's largest school system, and Belen, about 30 miles south of Albuquerque, went on strike yesterday. In Albuquerque, 2,900 teachers stayed home.

The Delegate Assembly of South Dakota Education Association will meet tomorrow (Saturday) to consider stronger action. The 10,000-member SDEA staged a mass rally at the capitol in Pierre in late January to call the legislature's attention to urgent educational needs, but the legislature adjourned February 10 without increasing state aid to education.

The SDEA Assembly will consider the possibility of calling for a special session of the legislature to deal with education, applying a sanctions alert, and authorizing an information committee to inform South Dakota teachers in more detail concerning the state's educational problems.

A sanctions alert would be a warning that state sanctions will be applied if educational problems are not remedied. Sanctions might include asking teachers not to renew their teaching contracts.

Oklahoma, which was under national sanctions by the NEA in 1965, totters on the brink of another crisis. About 10,000 signed resignations have already been collected by the 25,000-member Oklahoma Education Association. The OEA, which has the current session of the legislature under close scrutiny, has placed the state under a sanctions alert. NEA representatives are re-evaluating the schools in Oklahoma today and tomorrow.

The Idaho Education Association, with nearly 7,000 members, has alerted state officials they may apply sanctions on that state soon unless the educational plight there is relieved.

(More)

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As Florida Educational Crisis Continues

In Pennsylvania, a mass march on the capitol in Harrisburg on March 4 will highlight a dispute of the 81,000-member Pennsylvania State Education Association with the legislature over educational programs and funds. At least 20,000 teachers are expected to take part in the march.

The teacher walkout in Florida continued into its fifth day today. About 35,000 of the state's 58,000 teachers and half of the 1.3 million pupils have been affected. Signed resignations which had been submitted to the Florida Education Association were made official after a special legislative session to deal with the educational crisis adjourned without adequately dealing with the state's deteriorating school situation.

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FOR IMMEDIATE RELEASE

Educational Program Is Real Issue
In Florida School Crisis, Says NEA

WASHINGTON, D.C., Feb. 21--The President of the National Education Association declared today that the "real issue" in the Florida school crisis is the improvement of the educational program for the state's 1.3 million school children.

Braulio Alonso commented on the nation's first statewide teacher walkout after completing a 2-day whirlwind tour yesterday of Florida where some 35,000 teachers have submitted resignations in protest to a decade of deteriorating school conditions.

Alonso, who has also turned in his resignation as principal of King High School in Tampa, spoke to teachers at a series of statewide meetings in Tampa, Melbourne, Lakeland, Jacksonville, Gainesville, Pensacola, and Panama City.

"Everywhere I went morale was extremely high," said the NEA President. "Teachers are demonstrating their courage and they will not be denied," said Alonso, adding:

"Why did teachers resign? Salary is not the issue at all. The teachers quit because they are taking a stand against regression and mediocrity."

Alonso said teachers are protesting because adequate funds are not being provided for expanded educational programs--kindergarten, curriculum development, exceptional children, textbooks, library facilities, reduction of pupil-teacher ratio--and other programs vital to quality education.

The NEA President said the "teachers of America are behind Florida teachers all the way" and pledged that the-one-million member NEA will continue its full support of the Florida Education Association and its fight to upgrade schools.

(More)

Educational Program Is Real Issue
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Alonso described an education "compromise bill" enacted last week by a special legislative session on education as a "farce and a hoax."

"I was amazed to learn that the compromise bill calls for $350 million in new taxes with only $127 million, or about one-third of it, going to elementary and secondary schools," said Alonso.

"After all, the special session was called by Governor Kirk to resolve the educational impasse," he said. "But the legislature's decision to play partisan politics has unfortunately given the teachers no other choice but to submit their resignations," Alonso added.

The NEA official pointed out that if the compromise bill becomes law the teachers will be blamed for raising taxes, while education will receive only one-third of the benefits from the total tax boost. The additional revenues would come from a one-cent increase on sales tax and tax boosts on gasoline, liquor and beer and cigarettes.

"What the teachers of Florida want is an educational package with no strings attached," declared Alonso. The compromise bill is totally unacceptable because it is packaged with other non-education legislation including an $83 million appropriation for property tax relief, Alonso concluded.

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"Some 35,000 teachers have already been away from their classrooms for several days, marking Florida as the battleground where the professional is faced with his greatest challenge," declared the NEA executive.

Alonso said education is in a "state of confusion in Florida" and the state's power structure is "determined to break the teachers' spirit." "Substitute teachers, non-certified and other unqualified persons are being recruited in a makeshift fashion in a desperate effort to keep the schools open," he said, adding:

"Many teachers are facing threats of intimidation and reprisal. Some have been served with court orders restraining them from encouraging other teachers to join their cause."

Alonso said the unified teaching profession cannot turn its back on "this most important of all school crises which are sweeping this country like a prairie fire."

"Today it is Florida. Tomorrow it may be your state," said Alonso in a communication to NEA's 8,700 state and local affiliates. Some 1.5 million teachers are members of NEA and its state and local affiliates.

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FOR IMMEDIATE RELEASE

Dallas, NEA's 1968 Convention City,
Offers Varied Attractions to Delegates

Washington, D. C., Feb. 21--"Big D"--the city with the charm of yesterday and the spirit of tomorrow--will be the host city for more than 12,000 delegates to the 106th National Education Association convention, July 1-6.

Dallas, with all of its dynamism, drama, and drive, provides an appropriate setting for the annual NEA convention which has as its 1968 theme, "Commitment to Action." Sprawled over some 280 square miles, this 127-year-old city ranks eighth in the nation in population, first in the number of millionaires.

The financial center of the Southwest, Dallas has invested millions in one of its chief resources--fun. It pours a lot of money into concentrated efforts to bring excitement into the lives of its citizens, and for the millions who flock there as tourists and convention delegates--Dallas ranks among the 10 top convention cities in the nation. A major cotton trading center, banking, insurance, electronics, aerospace, and oil are also mainstays of the city's well-balanced economy.

Dallas is a major transportation center, too. It has eight scheduled airlines operating from Love Field, two interstate highways, nine U.S. and seven state highways, and several railroads. To handle the tourist influx are several dozen excellent but reasonably priced hotels, including the Adolphus which will be NEA headquarters.

Most convention sessions will be in the handsome, circular-domed Dallas Memorial Auditorium. The auditorium's air-conditioned arena (average daytime temperature in Dallas in July: 81-85) comfortably seats 11,000, its theater accommodates 1,700, and its 10 meeting rooms handle groups of 40 to 1,100. Exhibitors have 76,870 square feet of space. There are parking facilities for 1,200 cars, at 50 cents a day.

Registration begins Monday, July 1. The convention officially opens July 2.

(More)

On Wednesday night, there will be a reception for NEA president Braulio Alonso and the candidates for office who will have been nominated earlier in the day. On Teachers Night (Thursday) delegates will be treated to a Texas-style rodeo and succulent chuck-wagon supper.

Dallas has something for everyone. In between meetings, delegates can avail themselves of entertainment and recreation ranging from golfing to fine arts, skyrides to symphonies, boating to fireworks-watching.

"Big D" offers an array of restaurants featuring cuisine from Greece and Mexico, Polynesia and Italy, Sweden and Germany and other foreign countries, and of course an almost endless number of Texas speciality houses boasting the greatest cuts of beef in the U.S.A. If delegates are tired of a meat-and-potatoes diet they can order suflaki, fetticini, beef Wellington, or saurbraten, topped off with truffle, Sacher torte, or spumoni. Dallas waiters are notoriously friendly and will not sniff indignantly if you ask them for a free translation of these dishes.

Wined, dined, and rested, delegates can take advantage of thousands of diversions offered in this city of culture and commerce. For the whole family there is Six Flags Over Texas, midway between Dallas and Fort Worth. This 115-acre historical park offers 75 rides, shows, and other attractions including an 1898 narrow-gauge steam engine ride down river, past hostile Indians and a Spanish fort located on alligator-infested banks.

Or the family might take in some of the State Fair attractions. This $40-million plant includes year-round entertainment, an educational and cultural center with eight museums, auditoriums, summer musicals, and the largest inland aquarium in the nation. During July the State Fair offers a spectacular fireworks display. Of special interest to youngsters is the Million Dollar Midway at the fair. In addition to a 90-foot ferris wheel the midway boasts the country's longest aerial skyride of 3,000 feet.

Despite its thriving cosmopolitan atmosphere, Dallas caters to the taste of many who long for the rustic life. It maintains 14,000 acres of parks and playgrounds

(More)

including a 24-acre sanctuary for birds and small animals. For the outdoor enthusiasts there are four public golf courses, 110 tennis courts, 16 swimming pools and 68 junior swimming pools. The system includes 144 parks of which 124 have supervised recreational facilities. Just 15 minutes away from downtown Dallas is the zoo which rates among the top 10 in the country.

Fashion is big business in Dallas. Known on an international scale as a mecca for fashion-conscious women, Dallas has built a distribution center for women's and children's clothing that is recognized as one of the three most important market centers in the nation. Besides the world famous and extravagant Nieman-Marcus department store--where customers can purchase anything from a mink pot holder to his-and-her airplanes--two large mart facilities provide 1,500 showrooms. Merchandise Mart features clothing and some "hard goods," while the newer Apparel Mart, with its 1,250 rooms and Great Hall which seats 8,000, is planned for fashion shows.

While the distaff side of the convention are spending the family fortune on clothes, male delegates can satisfy their most hidden predatory instincts at some of the finest fin, feather, and fur entertainment areas in the nation. There are more than a million well-stocked reservoirs, ponds, and lakes in and near Dallas for the rod-and-reel set. The popularity of boating is indicated by the fact that last year alone 4,200 boats were purchased in the Dallas area. Shooting preserves abound where, in season, one can --with luck-- bag deer, wild boar, cougar, and an assortment of small game.

Big D's concern with education is expressed in its 17 degree-granting colleges, universities, and professional schools located in the Dallas metropolitan area. NEA delegates may want to visit the newly constructed facilities for the Classroom Teachers of Dallas on San Jacinto Street. The $185,000 building includes a 200-seat auditorium, professional library, and a board of directors room. The 5,500-member CTD was one of the first organizations of its kind to join a Chamber of Commerce, an affiliation they have had since 1930.

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Proud of its cultural heritage, Dallas has stressed the arts since its earliest days. Those interested in music and drama may take advantage of the highly professional talents seen at the Dallas Symphony and Dallas Civic Opera, the numerous summer musicals, the Dallas Theater Center, and Theatre Three, Dallas' theater-in-the-round. There are two outstanding art museums, and several renowned antique shops featuring objets d'art from early American to fine French and English pieces.

Deeply rooted in this fun-loving city is a strong reverence for spiritual values. There are nearly 150 churches and synagogues in the Dallas area, including Temple Emanu-el reform congregation which seats 4,500 and is the largest Jewish synagogue in the world. Dallas is the diocesan headquarters for Catholics, Episcopalians, and Methodists, and is state headquarters for the Baptist, Christian, Methodist, and Presbyterian denominations.

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2/21/68

2-16-68

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Mel Hayes

FOR IMMEDIATE RELEASE

NEA to Re-Evaluate
Schools in Oklahoma

WASHINGTON, D. C., Feb. 16--The National Education Association today announced that a five-member team will hold hearings in Oklahoma City February 22-24 to re-evaluate Oklahoma schools.

Public officials, education association leaders, educators, businessmen, and other citizens have been invited to testify at the hearings in the Skirvin Hotel, Jack H. Kleinmann, executive secretary-designate of the NEA's Professional Rights and Responsibilities Commission (PR&R), announced.

The re-evaluation of schools in Oklahoma, which was under national sanctions by the NEA for several months starting in May 1965, was requested by the Oklahoma Education Association. The OEA imposed a statewide "sanctions alert" last week, asserting that "the continued decline of educational opportunity for children in Oklahoma because of the state's unwillingness to keep pace with other states in its financial support of education has reached a crisis."

According to the OEA, the state ranked 39th in the nation in expenditure per pupil for elementary and secondary education in 1966-67, but has slipped to 43rd--$142 below the national average--in 1967-68.

Heading the re-evaluation team will be Mrs. Mabel Mitchell, a Boulder City, Nev., teacher and chairman of the national PR&R Commission. Other members are M. Chester Nolte, University of Denver; Mrs. Barbara Reimers, chairman of the Branford Board of Education, Branford, Conn.; Richard Vander Woude, classroom teacher, Spencer, Iowa; and George H. Pope, York County superintendent of schools, Yorktown, Va.

David E. Bork, PR&R associate secretary for field services, will provide staff assistance.

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FOR IMMEDIATE RELEASE

NEA Official Found in Contempt in Teachers' Strike,
But D.C. Suburban County Wins Improved Benefits

WASHINGTON, D.C., Feb. 16--The new, swelling wave of teacher militancy that has been rolling across the nation surged into the National Education Association's own backyard this week, resulting in the first contempt of court conviction for an NEA official.

The precedent-shattering court case grew out of the Washington, D.C., area's first teacher work stoppage. The six-school day strike brought the Montgomery County, Md., teachers the highest base pay in the Washington area. The suburban county is one of the richest in the nation and the home of many U. S. Senators, Representatives, heads of national and international organizations, and other influential people.

The NEA's increased militancy was brought home dramatically to many headquarters staff members, not only by the organization's direct involvement but also because they had children enrolled in the strike-bound schools.

Gary D. Watts, NEA director of Field and Urban Services, was given a suspended three-day jail sentence by Judge Irving A. Levine in Montgomery County Circuit Court yesterday for "taking over the leadership" of the teacher strike in violation of a court injunction to halt the walkout.

Raymond M. Kent, a junior high school teacher, was given a suspended $50 fine for a recorded telephone message urging teachers to attend a mass teachers' rally Feb. 9 called by Watts on behalf of NEA.

Judge Levine had issued a permanent injunction the previous day, enjoining the Montgomery County Education Association (MCEA) from continuing strike activities,

(More)

and school authorities announced that schools would reopen Feb. 9. However, about 2,000 teachers attended the mass meeting and a few thousand others also reportedly stayed away from their classrooms, causing six schools to close early and forcing the extensive use of substitutes and supervisors as teachers.

Judge Levine found the NEA, the MCEA, and a second Montgomery County teacher not guilty of contempt, although he chastised the associations verbally for involvement in the strike affecting the county's 117,000 pupils.

NEA President Braulio Alonso, who walked some of the picket lines in the early part of the strike, attended the court hearing in Rockville, Md. Donald Wollett, a New York City attorney, represented the NEA.

The strike began Feb. 2 after MCEA representatives and school authorities came to an impasse on teacher salary negotiations and association demands for a greater teacher voice in educational policy-making. At its peak the strike involved 70 per cent of the county's 5,700 teachers and administrators.

As the strike got underway Alonso issued a statement which said: "We believe that the Board of Education has taken extreme measures to avoid not only continued negotiations but even what all citizens know is the prudent, just and equitable American way of settling disputes, namely mediation."

Alonso announced that the NEA DuShane Fund for Teacher Rights was making $50,000 available to the MCEA for interest-free loans to teachers, and he offered the full support of the national organization in any other helpful ways.

The Montgomery County teachers harvested from the strike a new base pay of $6,340, compared to the present $5,880. The school administration had previously agreed to boost the base pay to $6,100, or $220 above the present salary, while the work stoppage resulted in another $240 being added.

J. David Eberly, MCEA president and strike leader, told a jubiliant mass meeting of teachers who gathered Feb. 11 to hear the terms of their victory: "This means a more than 100 per cent improvement over the original negotiated package."

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Just as important as the salary settlement, Eberly said, is the fact that "teachers have come to be recognized as an effective political force in Montgomery County."

One hurdle still remained. Although the county board of education has adopted the settlement agreement as part of its budget, the county council can make cuts. Some council members have warned they intend to take a "long hard look."

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2/16/68

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FOR IMMEDIATE RELEASE

Time Running Out in Florida School Crisis,
NEA Advised By Florida State Affiliate

WASHINGTON, D. C., Feb. 14--The National Education Association was advised today by its state affiliate, the Florida Education Association, that Florida's public school teachers are prepared to submit mass resignations immediately if a special session of the Legislature does not provide a satisfactory educational program for the state's 1.3 million school children.

More than 31,000 signed resignations have been submitted to the 50,000-member FEA.

The NEA's Executive Committee, which meets here this weekend, will be casting a watchful eye on developments in the two-year old Florida crisis that grew out of a long history of inadequate state financing of public education, said NEA President Braulio Alonso.

"The NEA is prepared to send a 30-man Task Force into the state and provide any other assistance--financial or othewise--that is necessary should the teachers decide to resign," declared Alonso.

"Florida's Legislature, now in its third week of a special session on education, has had sufficient time to enact an educational program that would be satisfactory to everyone," he said, adding:

"But Florida's Legislature, and particularly the House, appears to be resorting to the time-worn practice in Florida--the old game of partisan politics."

The Legislature, which was called in special session by Gov. Kirk on Jan. 29, is scheduled to adjourn Friday unless the governor extends the session. Kirk extended the session for five days last Friday when both houses were engaged in a deadlock.

The Florida Senate approved a $267.5 million education package with $213 million earmarked for elementary and secondary schools. The House, however, came up with a drastic cut proposing an amount less than half of the Senate bill for public education.

"Time is running out and the House is totally obsessed with an attempt to provide property tax relief instead of producing legislation that would resolve the school crisis," said Alonso. "After all, the special session was called to enact legislation to improve educational opportunities in Florida."

The special education session was called to meet the education profession's demands to the state to finance public education.

The NEA and FEA, both of whom have imposed sanctions against the state, placed sanctions in abeyance pending the enactment of a satisfactory legislative program on education.

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February 9, 1968

FOR IMMEDIATE RELEASE

Advisory Group Tells President Schools
Have Long Way To Go In Educating Poor

WASHINGTON, D. C.--In the education of the disadvantaged, America's public schools have merely scratched the surface--and lightly, at that, a national advisory group has informed President Johnson.

The National Advisory Council on the Education of Disadvantaged Children, evaluating the first full year of operation of Title I of the Elementary and Secondary Education Act (ESEA), manages to uncover some "significant progress" and a "few cases" exhibiting "dramatic signs of hope." Most of the 24-page report, however, paints in somber tones the serious deficiencies, so far, in this federally financed program.

"The public schools of America have a long way to go," the 12-member Council concludes, "first in discovering the ways in which education can effect major changes in the lives of the poor, and then in doing something about it."

Mrs. Elizabeth D. Koontz, president-elect of the National Education Association and a Council member, emphasized in commenting on the report that the Council was charged with making a critical evaluation that could help improve the program, "not with whitewashing it."

The sampling of 116 Title I projects at 60 localities in 39 states turned up only two that indicated any attempt to involve parents by helping them encourage their children to learn to read and to enjoy reading. This area of almost no apparent progress, the Council noted, is the one in which some progress might have produced the most dramatic results of all.

(More)

Title I funds are being used "for spirited innovation and experimentation" in a few places, the Council found. However, the bulk of the funds are being spent on "glamorous equipment which local officials deem necessary but which may do little to improve the quality of learning" or are being spent to bolster existing teaching methods and expand old curricula that are "already blind alleys."

Mrs. Koontz, a special education teacher in Salisbury, N. C., stressed that the response of pupils themselves has amply indicated that "more of the same" cannot be the route to progress in education of the disadvantaged.

Fewer than one-fourth of the projects surveyed had modified the curriculum to make it more relevant for children of poverty neighborhoods. Too often, the Council found, disadvantaged children cannot relate their own lives to the situations or experiences presented by the classroom texts and pictures.

The scant attention given to conceptual thinking, involving data collecting, categorizing, problem-solving, and estimating, disappointed the Council. They also deplored the fact that only 35 of the 116 projects were using manipulative materials --construction toys and games, simple science gear, pegboards, and similar objects-- to provide children an abundance of sensory and motor experiences as a prelude to abstract learning.

Field trips, which can be an "especially profitable activity" for disadvantaged children, were provided in less than one-fourth of the programs surveyed.

Mrs. Koontz called attention to several points in the report related directly to the professional role of the teacher and administrator. She noted, for example, that teachers were found to be better satisfied and their programs more successful when they had a voice in decision-making. Also, when the school administration really believes in the program--believes that equality for the disadvantaged, especially the socially handicapped, can come only through unequally favorable treatment--the chances for success are much greater than otherwise.

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The Council noted that greater effort to reduce the social and economic isolation of urban Negro poor had been expected by originators of ESEA. It added:

"Yet the obstacles to desegregation have been so discouraging that some community leaders are now coming to rely almost solely on compensatory education to save the educational lives of children in impoverished ghettos. The Council warns that this course is fraught with danger."

Mrs. Koontz declared that "it isn't a question of whether there should be integration or compensatory education--there must be both. The benefits to both minority and majority groups from integration is so great that we must not be guilty of depriving them."

The Advisory Council expressed keen disappointment over the "appreciable decline" in local expenditures for Title I summer programs. In late 1966 the Council recommended that a substantial percentage of the federal funds under that ESEA title be reserved for summer programs, noting that "dollars thoughtfully expended on summer schools may be among the most productive dollars spent by Title I."

A basic problem under Title I, the advisory group explains, is that too many of the programs have become overextended.

The use of model programs that concentrate on fewer children, says the report, is a far more effective way to demonstrate successful techniques for education of the disadvantaged.

The Council points out that unevenness of results among Title I programs was not entirely unexpected, for they are not federally controlled--nor should they be. ESEA authorizes federal financing of hundreds of separate, autonomous, local programs operated by local school boards and local school administrators, and approved by state school authorities.

Chairman of the Advisory Council is O. Meredith Wilson, director of the Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.

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FOR IMMEDIATE RELEASE

Premiere of Musical Drama to Open
Negro History Week Observance

WASHINGTON, D. C., February 7--Negro History Week will be celebrated in the Nation's Capital by the National Education Association beginning on Sunday, February 11, with the Washington premiere of "The Believers," a preview of a forthcoming off-Broadway musical drama.

Performed by Voices, Inc., "The Believers," a musical narrative of the history of the Afro-American from his tribal beginnings to his re-birth in modern times, will be presented in NEA's Crabtree Auditorium, 1201 Sixteenth St., N.W. It is sponsored jointly by the District of Columbia Education Association and its affiliates and the NEA's Committee on Civil and Human Rights of Educators, a unit of the Commission on Professional Rights and Responsibilities.

Invited to the 3:30 p.m. showing are representatives of local, state, and national teacher associations; educators; civil rights leaders; government officials; members of the city council and school board; and representatives of the press. A reception will follow the performance. Due to the overwhelming response for tickets to the afternoon premiere, an additional showing is scheduled for 8:30 p.m., Sunday. The musical drama is scheduled to open in New York City in March.

Hailed by critics and accustomed to standing ovations in the several cities in which they have performed, Voices, Inc., an all-Negro theatrical group has for 8 years been active in the educational arena. Their productions are designed to impart a new sense of pride in the hearts and minds of Negro children. Through foundation and U.S. Department of Health, Education, and Welfare support, Voices, Inc., has developed filmstrips, lesson plans, recording, and other teaching aids to be used before and after their live performance as part of their educational program.

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Historically, music and dance preceded written or even spoken language as a natural form of communication as well as religious ritual. Our 20th century music--modern, classical, and spiritual--as well as our dance forms are deeply rooted in the throbbing, insistent beat of ancient drums and other hand-carved instruments. Deeper still within those beats lies the history of a strong and passionate people who, over a period of years, have helped to create the warp and woof of America's society. It is this history of the growth, development, and emergence of the Afro-American that the cast of Voices, Inc., act, sing, and dance about. As one 14-year-old child phrased it, "They're saying that the Negro has something to be proud of, and that we've got something to fight for. That's nice."

The program at NEA will be highlighted by the presentation of awards to Negro groups that have made outstanding contributions to their various endeavors. Awards will be presented to the Women's Center Job Corps, the Men's Center Job Corps, The Association for the Study of Negro Life and History, and Pride, Inc.

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2/8/68

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FOR IMMEDIATE RELEASE

A SPECIAL REPORT:

Cincinnati Teachers Association
Wins 4-1 Landslide Over Union

Cincinnati, Ohio, Feb. 7--The Cincinnati Teachers Association (CTA), a local affiliate of the Ohio and National education associations, will be the sole bargaining agent for Cincinnati's 3,200 teachers during the next three years.

The CTA won the right as a result of Cincinnati's first representation election on January 31.

Final vote count was: CTA - 2,019; Cincinnati Teachers Union (CTU) - 530; challenged votes - 153; and voting for no organization - 65. The CTA and the Cincinnati Board of Education formally signed a level-three professional negotiations agreement on February 5.

Prior to the election, the board of education had recognized the 2,600-member CTA as the teachers' representative, but the 700-member CTU had been continually calling for an election.

In mid-January, it was the CTA, however, that took the initiative and pressured the board of education to finalize a negotiations agreement and call for a representation election. CTA President Leonard Arcilesi told members bluntly that he planned to chart an action course: "Unless you get a little spine, a little backbone, we are not going to accomplish anything. With unity we will achieve our goals." On January 25, at a third membership meeting in less than two weeks, over 1,800 CTA members turned out at 8:30 a.m. to ratify a "Memorandum of Understanding," which outlined procedures for an

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immediate election and called for a teachers pay raise, board-paid medical insurance, and free time for planning for elementary teachers.

The memorandum, which was signed by the board of education, superintendent, the CTA, and the CTU, called for the election to be held in three days--on Monday, January 29--and said that Cincinnati councilman Charles P. Taft would be the election judge.

Taft employed the American Arbitration Association. He immediately announced that more than three days would be needed to prepare for the election and postponed it two days, to Wednesday, January 31.

CTA agreed to the postponement. At first CTU, by its silence, appeared to be in agreement, but, on Saturday, January 27, CTU officers called a press conference and tore up the "Memorandum of Understanding" before reporters and television cameras. When the action failed to bring any response, CTU called a strike.

On Monday, January 29, CTU managed to get one or two pickets at most of Cincinnati's 104 school buildings and succeeded in closing 21 schools. Most of those buildings were closed, however, due to lack of heat, since fellow members of a boiler operators and engineers union would not cross CTU picket lines.

But the first day of the strike did not close down the school system and local union officers called for national help. Into Cincinnati flew David Selden, assistant to the president of the American Federation of Teachers, and several staff members. Noting quickly that the election was only two days away and the first day of the strike was less than successful, Selden attempted to whip up some enthusiasm at a Monday evening rally of CTU members.

"Only one thing counts: how many people you have out of school tomorrow," The Cincinnati Enquirer quoted Selden as saying. "The law doesn't make any difference; arguments do not make any difference."

Tuesday's strike, however, brought results little better than the first day. Selden and CTU then appealed to the Cincinnati central labor council for city-wide support. The CTU wanted immediate action from all unions, but instead received only a statement which said that the labor council supported the strike.

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By the end of Tuesday, the CTU was issuing a statement saying that it would boycott the election. Simultaneously, the CTU president, in answer to a court injunction which the school board had obtained against the strike, called in television reporters and announced that "the strike will continue" and that "I will go to jail for what I believe right." But the arrest which might have evoked sympathy for CTU never came.

Wednesday, the day of the election, the strike continued and the CTU tried its final two resources: 1) lawyers representing the union asked a common pleas court to issue a restraining order to halt the election, but they were turned down, and 2) Selden requested a meeting with Election Judge Taft at Cincinnati's AAA headquarters, but the union leader's demands for an election postponement were to no avail.

Cincinnati's morning newspaper, The Cincinnati Enquirer, chided the union on election day at the beginning of its page one lead story by commenting:

"The election long demanded by the Cincinnati Teachers Union to pick a bargaining agent for the teachers will be held today, but the CTU won't vote."

The final vote tally, however, showed that even if the CTU had obtained 100 percent of all challenged votes, those of persons voting for no organization, and those of teachers who did not vote, the CTA would still have won almost 2-1.

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2/7/68

2/9/68

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FOR IMMEDIATE RELEASE

High School Principals Offered Course in Education Innovations

WASHINGTON, D. C., Feb. 9--If the school principal is to pilot effective curriculum reform, he needs navigational aids and time to learn how to use them.

This is the thinking behind the new Mid-Year Institutes for high school principals announced today by Executive Secretary Ellsworth Tompkins of the National Association of Secondary-School Principals.

Under the plan which will be tested in April by a Pilot Project at the University of Illinois, Urbana, selected principals would leave their school administrative chores behind for a four-week intensive refresher course on new teaching methods, curriculum developments and educational innovations.

"The principal's major responsibility is to work with teachers to improve instructional materials," says J. Lloyd Trump of NASSP who will direct the institutes, "but he is up to his ears in managerial duties throughout most of the school year. Result is that many promising innovations fall short of expectations because the principal has not been able to help the teachers change their methods and roles in the learning process."

(More)

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Dr. Trump who has been identified with such innovations in the past decade as team teaching, flexible scheduling, student independent study and better staff utilization said the Pilot Institute at Urbana with support from the Danforth Foundation will bring in university staff members and resource persons from all over the country to work with the principals. Dr. Charles W. Sanford, former principal of the University High School and University dean will direct the Urbana program.

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2/9/68

Feb. 11, 1968

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Hold For Release
Sunday, Feb. 11, 1968

Whitney Young Shares Golden Key Award With His Former Math Teacher and Coach

WASHINGTON, D.C., Feb. 11--Whitney M. Young, Jr., executive director of the National Urban League, and LaMont Lawson, his high school mathematics teacher and athletics coach, have been named winners of the 1968 Golden Key Awards.

This Award, sponsored by six national organizations, dramatizes the importance of good teachers to the development of the nation's outstanding citizens.

Young and Lawson will be honored Saturday, Feb. 17 at Atlantic City, N. J., during a general session of the annual convention of the American Association of School Administrators (AASA). They will receive tribute keys of solid gold made especially for the Golden Key Awards and Lawson will also receive a check for $1,000.

Young, who selected Lawson as the teacher who influenced him most, says he "didn't hesitate a minute" in making the selection. "LaMont was the obvious choice," he said. "He was not only a good teacher and coach, but even more important -- he was a badly-needed role model for me to emulate."

There were not many male role models to emulate at Lincoln Institute, an all-Negro high school at Lincoln Ridge, Ky., which Young attended for four years. Almost all the teachers were women.

Said Young: "My father, who was president of the school, and LaMont were about the only men I knew who were strong, effective, competent, and masculine -- and it was they who inspired me to make something of my life."

In reviewing Lawson's role in his life, Young stresses two lessons which he thinks are worth remembering today:

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Real teaching and influencing young people constructively can't be limited to just the few hours each week within a classroom. The teacher teaches as much or more by example in and out of the classroom as he does in the specific teaching role. Some of the greatest lessons are learned not by what the teacher articulates in the classroom but by what he himself practices as a man. "For example, LaMont taught me how to be a man and how to be a good sport," Young points out.

Schools should do everything they can to strengthen the Negro male role and thus give today's Negro boys more positive male models to emulate. A way to achieve this, Young believes, is to encourage talented Negro males to become teachers through scholarships and higher salaries.

Lawson agrees with his former pupil. "Negro male pupils need many more male Negro teachers," he declared. "Discipline will be better and they will learn more. It is much easier for so-called unruly boys to run over female teachers. They don't even talk the same language, for one thing."

"I forgot most of the math theories LaMont taught me," Young says, "but I remember the personal lessons -- composure, attitudes toward competition, mannerisms, and other similar basic human relationships. For example, I never saw LaMont let anyone make him so angry that he reduced himself to their level. He never degraded himself. This is particularly useful to me today when I'm dealing with a member of the Klan or Black Muslims."

Young also places heavy emphasis on the role of the family and its relationship with teachers. "The teacher, if he is really to know and understand the potential of his pupils, should visit the home of each child in his class," Young says. "This means smaller classes, but they will be worth the cost. LaMont visited my home many, many times. He was a good friend of my father's. As a result, he knew much more about me than most teachers can hope to know about their pupils. And by knowing me better, he could help me more."

(more)

Whitney Young Shares Golden Key Award
With His Former Math Teacher and Coach

Lawson says he expected Young to succeed in the adult world. "I knew the potential was there. He was one of the brightest students I ever had the privilege of teaching," he recalls.

Young's interest in race relations and social work began from a sobering experience in the Army as a sergeant trying to bridge a wide gap between the Negro enlisted men of a truck unit and the Southern officers in charge. The experience influenced his choice of career. When he returned from the Army, he enrolled in the University of Minnesota where he earned a master's degree in social work and community organization and administration.

When Young took over the top job of the National Urban League six years ago, the organization was drowsy and nearly bankrupt. It had a $270,000 budget and a $100,000 mortgage on its headquarters building. Today the League's budget is $3 million, and in the past year it located 40,000 jobs for the unemployed, upgraded positions for 8,000 underemployed, and placed 8,000 in on-the-job training positions.

Widely respected as an effective leader in the civil rights movement, Young holds seats on five panels appointed by the President. He is an unofficial consultant to numerous corporation presidents on race relations and employment opportunities for Negroes.

Under Young's leadership, the Urban League operates a wide variety of programs to remove racial barriers by helping to achieve equal opportunity for youth and adults through education and training; to expand the housing supply and remove blight and slums; to obtain for nonwhites needed public and voluntary health services; to develop and train a pool of effective nonwhite leadership; to motivate nonwhites to participate in public and voluntary community groups; and to provide advisory and informational services on racial matters to the total community.

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Lawson, a graduate of Fisk University, taught Young mathematics for four years. He coached a school basketball team which featured Young as one of the players and which won state championships in Kentucky for two consecutive years. Lawson, who also served as the school principal, comes from a family of educators. His father was dean of Simmons University in Louisville, Ky.; his mother was a public school teacher; and his brother, James, a PhD in physics, is the current president of Fisk.

Now chief of the Banking and Insurance Unit of the Pan American Health Organization, Regional Office of the World Health Organization in Washington, D.C., Lawson believes participation in school sports can play an important role in achievement. The lessons of sports--fair play, discipline, and teamwork -- played an important role in the success of Whitney Young, he believes.

Among the recipients of the Golden Key since the annual Award was initiated 13 years ago have been President Dwight D. Eisenhower; U. N. Under Secretary Ralph J. Bunche; Secretary of Health, Education and Welfare Marion B. Folsom; former Governor Terry Sanford of North Carolina; and NBC-TV news commentator David M. Brinkley, together with their favorite teachers.

Sponsors of the Golden Key program are the AASA, Council of Chief State School Officers, National Council of State Education Associations, National Congress of Parents and Teachers, National Education Association (NEA), and National School Boards Association. The National School Public Relations Association, an NEA department, coordinates the program.

Assisting the six sponsors is an advisory committee of representatives of American business, industry, and communications media. Business corporations and foundations help finance the Award program.

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For Immediate Release

Isenberg Joins AASA
In Field Service Role

WASHINGTON, D.C., Feb. 1--Robert M. Isenberg, widely known specialist in rural education, joins the staff of the American Association of School Administrators this month to coordinate and direct field operations for the 18,000-member organization.

The former director of the Division of Rural Service of the National Education Association and executive secretary of the NEA Department of Rural Education since 1952, Isenberg brings to his new post expertise in the fields of school transportation, school district reorganization and the problems of small schools seeking to offer good education.

As associate secretary for AASA, he will be directly concerned with AASA's popular annual series of 10 regional "drive-in" conferences for superintendents in all parts of the country; in the "circuit rides" whereby the Association makes face-to-face problem-oriented contact with administrators at the rural, small town, and county level, as well as with other phases of AASA's broad program of services to its membership.

Commenting on the appointment, AASA Executive Secretary Forrest E. Conner notes that Isenberg's knowledge of school administration is "broad and far-reaching, his leadership ability has been tested on the firing line, and his many contributions to the profession have been characterized by professional excellence."

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Prior to joining the NEA headquarters staff in 1952, Dr. Isenberg was a teacher, elementary school supervisor, and administrator in reorganized school districts in New York State. He served as an instructor of machine records in the Adjutant General's School for the U. S. Army during World War II, instructor in educational psychology at Cornell University, and has been a visiting professor, lecturer, and consultant for colleges and universities.

In 1960, he was selected by Cornell University's College of Education (where he received his master's and doctoral degrees) as the first recipient of the Julian E. Butterworth Award for contributions to quality research.

A native Pennsylvanian, he has lived in recent years in Montgomery County, Md., with his wife, Pearl, and three sons.

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A native Pennsylvanian, he has lived in recent years in Montgomery County, Md., with his wife, Pearl, and three sons.

# # # #

2/1/68

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FOR RELEASE: P.M. PAPERS
WEDNESDAY, FEB. 7, 1968

Delaware Education Threatened By State's Failure to Adjust

WASHINGTON, D.C., Feb. 7--Delaware can provide quality education only if it is willing to move promptly to improve its teacher salary schedule, levy new or higher taxes, equalize local tax burdens, and reorganize its school districts, a report issued today by two education associations asserts.

A joint committee of the National Education Association (NEA) and its affiliate, the Delaware State Education Association (DSEA), declares that Delaware's failure to adapt its school financing and operations during a period of rapid change is the "most unrealistic course" possible.

Delaware has experienced "piecemeal legislative adjustments" which often were inadequate by the time they were adopted, and state legislation seldom has reflected a look ahead to future educational needs, Mabel M. Mitchell, chairman of the NEA Commission on Professional Rights and Responsibilities (PR&R), says in the foreword. Mrs. Mitchell is a Boulder City, Nevada, teacher.

The report acknowledges that the First State is above the national average, and often ranks among the top states, in respect to many aspects of education for its 118,000 public school pupils. However, the committee indicated that the state must consider both its high potential for school financing and the urgent

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need to compete successfully for top-notch teachers in the high-income Middle Atlantic region.

(NEA estimates that Delaware will spend $676 per pupil in average daily attendance this school year compared with an average of $824 in the entire mideast region comprised of Maryland, New Jersey, New York, Pennsylvania, District of Columbia, and Delaware.)

The five-member study committee, which included the presidents of the DSEA Department of Classroom Teachers and the Delaware Congress of Parents and Teachers, found that the state's fiscal and organizational problems already have had an adverse impact on education. Twenty-five per cent of the new teacher certifications in 1967 were substandard, according to the State Department of Public Instruction. Kindergarten and special education programs have been neglected. High schools in small districts offer a meager selection of courses, the inquiry committee learned.

It was primarily Gov. Charles L. Terry Jr.'s veto last year of a DSEA-backed teacher salary bill, to become effective in 1967-68, that led to the Association's appeal to the NEA for an inquiry. A substitute bill, to become effective in 1968-69, was enacted.

The October 21 DSEA Representative Assembly resolution calling for a joint study stated that it could become "the first step in the procedures necessary for the imposition of sanctions should the educational climate in Delaware not show significant improvement in the near future." Sanctions could range from public censure of individuals or groups allegedly responsible for an unfavorable school situation to urging teachers in the other 49 states not to accept positions in Delaware.

A major phase of the inquiry was a meeting of the joint committee in Dover Nov. 28-29, 1967, to hear local education association representatives, school board members, local school superintendents, teachers, and others. Committee members also talked with the Governor.

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The report acknowledges that Governor Terry's administration has reversed Delaware's "somewhat chaotic" decade-long fiscal policy of having expenditures outrun revenues, and it notes that "belt-tightening of past fiscal years indicates that little or no funds are being wasted." But it adds:

"A sound fiscal policy is being built at the expense of school children, teachers, and other public servants, and the consumers of all government services."

Regarding teacher salaries, the committee recommends that they be increased to make Delaware competitive with nearby states and "commensurate with the minimum budget of a family of four in urban areas near Delaware." Estimated average salary of Delaware elementary school teachers is $7,425, and secondary school teachers, $7,800.

The report emphasizes that the state salary schedule provides only a $2,000 differential between minimum and maximum salaries at both B.A. and M.A. levels and that this range is inadequate. The average differential in the nation is $2,662 at the bachelor's degree level and $3,348 at the master's level, the NEA Research Division estimates.

The committee recommends that the state salary schedule recognize longer teaching experience. Only 10 pay steps, based on a maximum 10 years' experience, are now provided. Because of this experience ceiling, about 55 per cent of the state's teachers received no salary increase under the state schedule this year.

The NEA-DSEA committee urges greater school support effort through sales or property tax.

"Delaware is at the crossroads of either new or higher taxes, or a lower quality of public service," the report declares.

Basic to improving the state's educational system, the inquiry committee stresses, is leveling out the local tax burden across the state.

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The poorest district, based on assessed property valuation, must make nine times the effort of the wealthiest district in order to support the same program, the report reveals.

Another committee recommendation is authority for school districts to levy local taxes up to a stipulated level without voter approval. "Delaware is almost unique in the nation," says the report, "in requiring local referenda for even the smallest local property tax levies."

The committee also recommends reducing school districts to the smallest number "consistent with sound educational and fiscal planning." (The Governor's Committee on Education has recommended that the 48 districts in the three-county state be reorganized into 11.)

The committee gives general approval to the proposed Delaware Educational Advancement Act, developed by the Governor, State Board of Education, DSEA, and several citizen organizations to remedy many of the state's educational problems. However, the committee asserts the Act was weakened by a revision last October and it cautions against further dilution.

Chairman of the inquiry committee was Robert B. Turner Jr., district superintendent, Dade County Public Schools, Miami, Fla., and vice chairman, NEA PR&R Commission. Other members were Robert R. Asnard, assistant director, NEA Research Division; Eugene P. McLoone, lecturer, College of Education and College of Business and Public Administration, University of Maryland; Mrs. Arthur Domke, president, DSEA Department of Classroom Teachers; and Bayard K. Olmsted, president, Delaware Congress of Parents and Teachers.

Staff assistants were Charles R. Harris, executive secretary, DSEA, and Jack H. Kleinmann, associate executive secretary, NEA PR&R Commission.

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2/7/68

Feb. 1, 1968

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

NEA Journal Features Eight-Part Series on Motivation and Learning

WASHINGTON, D. C.--Intuition--long the dubious prerogative of women--is coming into its own as an important element of education, if not life itself.

The opinions of several distinguished educators on intuition and other areas dealing with motivation and learning are featured in the February issue of the NEA Journal, official publication of the National Education Association.

Blythe Clinchy, formerly an instructor in psychology at Wellesley College defines intuition as a learning process and contends that it is a valuable and creative mode of thinking or feeling despite the fact that "the climate in many of our classrooms is not conducive to the expression of intuition." Verbal skills sometimes impede the child's ability to express what he intuitively feels. Too many times the teacher will demand to know "why" the child answers in a given way when, in fact, the child has formed the answer from an inner, intuitive, or creative feeling. As a result, Mrs. Clinchy observes, "we do not actually stamp out intuition; rather, I think we drive it underground."

Motivation, according to Jack R. Frymier, professor of education at Ohio State University, is that which gives direction and intensity to human behavior. His observations lead him to believe that students from higher socio-economic levels tend to be more highly motivated academically than those of less privileged backgrounds, and, by the same token, the higher the motivation the higher the self concept. Thus many children from deprived homes start school with a built-in failure syndrome, and lack of individualism.

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Whatever motivation is, Frymier states, "it is neither intelligence nor creativity," and teachers are in a prime spot to induce or change motivating patterns in their pupils. "Each student is unique," he stresses, and each child must be approached from a different angle in bringing out the motivation to learn. "In the final analysis... we must consciously and deliberately work at the business of personality development and personality change," he contends.

John Blackie, lecturer at Homerton College of Education in Cambridge, England, reviews the manner in which children learn. Quoting psychologist Jean Piaget, Blackie describes the learning process as being composed of two elements--assimilation and accommodation. "Assimilation is what is done to what has to be learned so that it can be learned, and accommodation is what the learner has to do within himself in order to learn,"he says.

The whole process of play is very much related to working and learning, Blackie notes, and playtime should not be discouraged by educators as a "waste." Through playing a child learns to relate to shapes, textures, sizes, weights. In fact, he learns to relate himself to the world around him. "Indeed play is valuable in all work throughout life," he notes.

The role of the computer in education is studied by Kenneth E. Dawson, dean of the School of Education, and Morris Norfleet, director of research and development, both of Morehead, Ky., State University. The theme of their observations is that "The greatest strength of the computerized program appears to be its ability to adapt to individual performance."

Reaction to this newest educational innovation has been overwhelmingly positive, both authors agree. "The computerized program in mathematics had the most dramatic effect on isolated rural youth," they write. In one remote Eastern Kentucky school, children became so fascinated by the computerized training, and so personally involved that one frustrated youngster, after giving several wrong answers, was heard to call the machine an "old goose."

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"To a (college) freshman, the senior may seem to be a paragon of intellectual mastery," according to a Stanford University educator. But the truth of the matter is that typical college seniors slow down academically, even more than lower grade students.

The theory that college seniors need new kinds of challenges is proposed by Nevitt Sanford, on leave from his post as director, Institute for the Study of Human Problems at Stanford. His opinions and observations are published in the February issue of the NEA Journal, official publication of the National Education Association.

Sanford points out that development slows down when the challenges offered to a person are inappropriate. Challenges may be too overwhelming, or challenges may never have been presented to the student. Either way, the student feels let down, or slowed down, more keenly in the senior year than in earlier years.

Among his suggestions for buoying the interests and spirits of seniors is the creation of a campus Peace Corps in which seniors would assist teachers in helping out freshman students scholastically. "I am thinking mainly not about educating freshmen or about assisting the faculty with their teaching burden, but rather about helping seniors," Sanford says. This plan would also strengthen the student-faculty relationship, he adds, and bring the senior into closer focus with the adult world of social responsibility.

"If we were to create situations in which the more able and advanced students could be helpful to some of their fellows, as seniors could to freshmen, we might thus reduce somewhat the competitive and self-seeking aspects of our educational system and develop in students that sense of social responsibility on which, in turn, the community depends," Sanford concludes.

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Reacting to the alarming increase of premarital pregnancy, homosexuality, and other forms of social deviation cropping up among school children, parents and teachers are clamoring for sex education programs. But are sex education courses, as they are now being given, really adequate?

Patricia Schiller, clinical psychologist and director of a pilot program in training school personnel in sex and family life education for the District of Columbia public schools, thinks the courses are inadequate. Writing for the NEA Journal, official publication of the National Education Association, she contends that the clinical, non-emotional, and functional approach to sex education "is only one aspect" of the subject.

"It is sexuality, not sex, that is crucial. Human sexuality is what is personally important to the growing child, the adolescent, and the adult. Sexual identity is an important part of the self-image and affects every aspect of life," Mrs. Schiller states. Involving as it does the sum total of the person, sexuality may need to be approached from a wider parameter than the mere teaching of the basic facts of sex life. Mrs. Schiller suggests that "As a first step, the school should enlist parental support and involvement throughout the planning and operation of the program."

Suggesting several ways in which schools should go about teaching the subject, Mrs. Schiller submits that "Sex and sexuality ought to be dealt with in many courses in the curriculum rather than be confined to one course labeled Sex Education, Personal and Family Living, or the like."

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The younger generation will probably nominate John A. Stinespring for president after reading his article "Let's Stop This Nonsense About Student Dress," included in the February issue of the NEA Journal, official publication of the National Education Association.

The dividing line between what is decent and what is indecent is nearly impossible to define to begin with, Stinespring notes. "Is the appearance of a student in my class so out of line with accepted standards of decency or appropriateness that he will degrade himself or detract from the process of education in the class?" he asks. "Will bringing this to his attention help him, the class, or the school enough to warrant the time and effort required to do it?"

Stinespring, chairman of the Social Studies Department, Elkhart, Indiana, High School, contends that "A teacher who is trying to develop rapport with a student may find that enforcing the rules (of dress) interferes with a more important education goal." "When treated individually and with respect, students will respond favorably and the appearance problem should recede into the background," Stinespring observes.

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2-1-68

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For Immediate Release

Isenberg Joins AASA In Field Service Role

WASHINGTON, D.C., Feb. 1--Robert M. Isenberg, widely known specialist in rural education, joins the staff of the American Association of School Administrators this month to coordinate and direct field operations for the 18,000-member organization.

The former director of the Division of Rural Service of the National Education Association and executive secretary of the NEA Department of Rural Education since 1952, Isenberg brings to his new post expertise in the fields of school transportation, school district reorganization and the problems of small schools seeking to offer good education.

As associate secretary for AASA, he will be directly concerned with AASA's popular annual series of 10 regional "drive-in" conferences for superintendents in all parts of the country; in the "circuit rides" whereby the Association makes face-to-face problem-oriented contact with administrators at the rural, small town, and county level, as well as with other phases of AASA's broad program of services to its membership.

Commenting on the appointment, AASA Executive Secretary Forrest E. Conner notes that Isenberg's knowledge of school administration is "broad and far-reaching, his leadership ability has been tested on the firing line, and his many contributions to the profession have been characterized by professional excellence."

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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Prior to joining the NEA headquarters staff in 1952, Dr. Isenberg was a teacher, elementary school supervisor, and administrator in reorganized school districts in New York State. He served as an instructor of machine records in the Adjutant General's School for the U. S. Army during World War II, instructor in educational psychology at Cornell University, and has been a visiting professor, lecturer, and consultant for colleges and universities.

In 1960, he was selected by Cornell University's College of Education (where he received his master's and doctoral degrees) as the first recipient of the Julian E. Butterworth Award for contributions to quality research.

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1-26-68

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FOR IMMEDIATE RELEASE

NEA Imposes Sanctions
On West Virginia County

WASHINGTON, D. C., Jan. 26--The National Education Association's executive committee today imposed national sanctions against Jackson County, W. Va., where voters have defeated nine school levies or bond proposals since 1950. The schools were described by the NEA as being in a "deplorable situation."

The NEA will advise teachers in other West Virginia counties and throughout the nation not to accept positions in Jackson County until conditions have improved and sanctions have been lifted, according to Braulio Alonso, NEA president.

The NEA sanctions are the first ever to be imposed by the one million-member professional organization of educators on a single county.

Alonso added that the sanctions censure those county voters who have contributed to deteriorating school conditions by opposing desperately needed financing measures. Last election failure was in December 1967 when a majority of those voting (more than 51 per cent) favored the levy whereas 60 per cent approval is necessary for passage under West Virginia law. Tax levies or bond proposals also failed in 1950, 1955, 1956, 1957, 1961, 1963, and 1965 (two elections).

"Immediate and drastic action must be taken by residents of Jackson County," Alonso declared, "to correct a situation that is shortchanging the children and youth."

National sanctions by the NEA were requested by its affiliates, the West Virginia Education Association (WVEA) and the Jackson County Education Association (JCEA). The JCEA had imposed sanctions on January 3, and the WVEA executive committee unanimously voted full support of the action on January 9. This was the first time school sanctions have been imposed in West Virginia, Phares E. Reeder, WVEA executive secretary, said.

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An interim committee of the NEA's Commission on Professional Rights and Responsibilities, following a field study by the PR&R staff, recommended the sanctions action by the NEA executive committee.

The JCEA sanctions resolution pointed out that teachers' salaries rank the county 54th among the 55 West Virginia counties. It called attention to "over-age" school buses and "antiquated and dangerous" school buildings. (The PR&R study revealed that almost 100 per cent of the pupils of Jackson County are housed in school buildings that are unsuitable for quality education and an estimated 35 per cent are in "unsafe and unhealthy" buildings.)

While per capita income in 1966-67 ranked Jackson County third from the top and $675 above the state average, money spent to educate each child was less than in any other county in the state, the JCEA resolution noted.

The county board of education in Ripley, acting on JCEA's urgent request, recently approved a special levy election for March 12, 1968. It would provide $545,000 for teacher salary raises, school maintenance, transportation, and textbooks. The annual pay increase would be about $600 for degree teachers.

Removal of the national and local sanctions will depend upon voter approval of the election.

Some 200 of the 230 professional members of the local education association have signed an "agreement of intent to resign" if the levy is not passed, Mrs. Olive Mason, JCEA president, has announced. More than 100 of them have already given signed resignations to the local association for delivery to the county board of education at the end of this school year if the levy fails.

Estimated average annual salary of Jackson elementary school teachers in 1966-67 was $4,278, compared with an average of $5,353 for the whole state.

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This west-central county south of the city of Parkersburg has had the fastest growing school enrollment in West Virginia. From 1956-57 to 1966-67, elementary school enrollment in Jackson County increased 47.2 per cent, whereas in the state as a whole it decreased 19.9 per cent.

Implementation of the sanctions for the NEA will be handled by the PR&R Commission. Richard B. Kennan is executive secretary and Jack H. Kleinmann is executive secretary-designate.

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1/26/68

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January 23, 1968

Briefing Memo for State Association Public Relations & Editorial Offices

Legislative Conference. More than 30 state education association staff members with public relations responsibilities are among some 150 persons scheduled to take part in the National Legislative Conference sponsored by the NEA Legislative Commission in Chicago January 28. Speakers will include A. L. Gallop of Minnesota, Chairman of the Legislative Commission; NEA President Braulio Alonso; and John M. Lumley, Assistant Executive Secretary for Legislation and Federal Relations. Division staff members scheduled for the conference include: Roy K. Wilson, Beatrice M. Gudridge, Howard Carroll, Lyle Hamilton, Bob Harman, Phil King and Elma Williams.

Pacemaker Awards. Editors of PARADE Magazine and the President of the National Education Association have agreed to discontinue Pacemaker Awards. In reviewing the awards program for the past three years it was discovered that there is a large measure of duplication in the Pacemaker Awards and the School Boards Award program sponsored by the Association of Classroom Teachers in cooperation with the Thom McAn Company. The School Boards Award program invites the participation of 8500 NEA local affiliates. In 1968 this Recognition Program will provide 15 national and regional awards, totalling $12,500, and 30 additional regional awards. The editors of PARADE plan to continue significant coverage of education. Officers and staff of the National Education Association deeply appreciate the assistance which has been given to the Pacemaker Awards project by state and local NEA affiliates, state departments of education, education writers, and managing editors of daily newspapers, and public service directors of broadcasting stations throughout the country.

Michigan Radio Spots. Arrangements are being made with the Michigan Education Association to provide the MEA's new series of four radio spots. The spots will be available to each state association on the same basis as last year. The NEA will assume the costs for national use rights. States which order the spots will be expected to pay for tailoring to add the individual state association credit, and for the number of copies needed. You'll receive details and order forms as soon as arrangements are completed with the MEA.

Film Prints of President Alonso on NBC/TV. We have obtained film prints of NEA President Braulio Alonso's appearance on the NBC/TV "Today" program this past fall. The interview, which runs about 14 minutes, centers on teacher militancy. The film is not cleared for television, but could be useful for association meetings. We're mailing a print and more information to you this week.

NEA*SEARCH Matchmaking Again. The "mating season" for the computerized locator and referral service called NEA*SEARCH that matches teachers with jobs is March 1 - August 1, 1968. To help you alert teachers in your state, we're sending soon a photo-picture story of Osborne A. Payne, new NEA*SEARCH Director, plus a list of school systems in your state that used the service last year. Three new wrinkles this year: a much larger list of metropolitan areas for which the teacher may register to work; an optional question on the teacher's application blank which permits him to designate his ethnic identity if he so desires (this for employers actively seeking to further integrate for a more culturally diverse staff); and a 50 percent discount for members of NEA or Student NEA who use the service. Affiliated local association presidents and editors will be provided with a two-page feature story for their local newsletters, etc.

(Over)

Chicago PR Luncheon. Twenty-seven state association PR directors are expected for the luncheon which the PR/TV Division will hold at the Pick-Congress Hotel in Chicago Saturday, January 27, ahead of the Legislative Conference: Robert Dexter, Maryland; William Kilroy, Massachusetts: Lloyd Bell, Texas; Lewis Applegate, New Jersey; William Sherman, Iowa; Barclay Bayley, Nebraska; Mary Woodman, Maine; Custer Holliday, West Virginia; Joseph Stocker, Arizona; A. H. Hooser, Texas; George Brown, Michigan; John Hawthorn, Oklahoma; Ed Gollnick, Wisconsin; V. C. Helms, Alabama; Norman Delisle, Connecticut; Margaret Kilian, Georgia; Goebel Patton, Illinois; David Broderick, Washington; Harry Haynes, Idaho; Minnio Gilliland, New Mexico; John Tucker, New Hampshire; Betty Jean Lee, Colorado; Clarence Drenkhahn, South Dakota; Naomi Whitesell, Indiana; John Vogel, Oregon; Loyd Whitlock, Utah. Late reservations may increase this total to approximately 35.

Supreme Court Rules on Oath by Teachers. The U. S. Supreme Court has ruled in a New York case that an oath of allegiance to state and federal constitutions may constitutionally be required of teachers. A news clipping is enclosed for your information.

NEA Announces Credit Card Plan. A credit card that will enable NEA and state education association members to obtain discounts on nationally recognized merchandise has been announced by the NEA. Credit cards are offered through Teachers Services Corporation, an organization established by the NEA to provide economic benefits to educators. First discounts are offered on the products of Firestone, Goodrich, Goodyear, General and Uniroyal companies. As examples, the credit card entitles the holder to 40 percent discount on all highway tires, 35 percent discount on mud and snow tires, and 25 percent discount on major brand batteries. The card costs $3. TSC has been deluged with money orders and checks, but not the necessary information to qualify for a credit card. A sample application has been enclosed to indicate the type of information which must accompany every credit card request. For information and application forms write: TSC, P.O. Box 19049, Washington, D.C. 22036.

# # #

THE NEW YORK TIMES

JUSTICES UPHOLD A TEACHERS' OATH

Back State Law Requiring a Constitutional Pledge

Special to The New York Times

WASHINGTON, Jan. 22—The Supreme Court upheld today the constitutionality of a New York law that requires all teachers in public schools and in private schools with tax-exempt status to swear to uphold the Federal and state constitutions.

In a brief order, the Court affirmed a decision of a three-judge Federal District Court, which held on June 2, 1967, that the oath requirement did not impose restrictions on teachers' political beliefs or expressions.

Although the law has been on the books since 1934, Adelphi College, a private college with tax-exempt status in Garden City, L. I., did not require its teachers to take the oath until October, 1966, when the existence of the law was brought to its attention.

Twenty-seven Adelphi teachers refused to take the oath and brought a suit sponsored by the New York Civil Liberties Union to have it declared unconstitutional.

They contended that the oath violated the free-speech guarantee of the First Amendment because it forced them to make a public affirmation about their beliefs.

The oath is similar to the one many public officials take when they promise to uphold the Constitution as they assume their duties of office. The New York teachers' oath also requires each teacher to promise to do his job to the best of his ability.

These "Constitutional oaths" are unlike the anti-Communist loyalty oaths that require the teacher or other public employe to swear that he is not and has never been a member of a subversive group.

Since 1961 the Supreme Court has declared unconstitutional loyalty oath laws of this type, which had been passed by the legislatures of New York, Arizona, Florida, Maryland and Washington State.

Twenty-nine states other than New York require that their teachers take an affirmative "Constitutional" type of oath, but these oaths have rarely been challenged in court.

In December a three-judge Federal District Court in Colorado upheld a teachers' oath similar to the New York oath, but today's action was the first time that the Supreme Court had considered an oath of this type.

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M. Ruth Broom

FOR RELEASE AT WILL

Principal as "Man in Middle" Major Topic
Of National Group's Meeting, Feb. 10-14

WASHINGTON, D. C., Jan. 19--Today's high school principal is faced with a dilemma. He is caught in the middle--between militant classroom teachers on the one hand, and school boards on the other.

As teachers demand action on their grievances, the principal's predicament is compounded because too often he doesn't have the authority to resolve them.

These problems, as relations become more strained between principal-teacher and principal-teacher-school boards, are a major concern of the National Association of Secondary-School Principals (NASSP) which opens its annual convention in Atlantic City, N. J., Feb. 10.

Some 10,000 delegates are expected to attend convention sessions in Atlantic City's Convention Hall through Feb. 14.

The convention theme, "The Strategic Role of the Secondary School Administrator," reflects the Association's concern. Speaking to the principals at the opening general session will be Peter F. Drucker, professor of management at New York University. Drucker is an internationally known management consultant and author of The Effective Executive. His topic for this meeting: "Decision-Making and the Effective Executive."

Other topics in this sensitive area scheduled for discussion during the four-day meeting are:

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- The Principal and Teacher-School Board Negotiations--speaker is Alexander Taffel, principal of Bronx High School of Science, New York City.

- The Emergence of Teachers as Power Wielders in Educational Policy and Regulations: Implications--speaker is NEA President Braulio Alonso, principal (on leave 1967-68), King High School, Tampa, Fla.

- Superintendent-Principal Relationships: Some Constructive Observations--Panel discussion with principals from the Thornton Township (Ill.) High Schools.

Delegates will get a change of pace in other general sessions as Secretary of State Dean Rusk, heading a roster of distinguished speakers, addresses the group on Saturday evening, Feb. 10.

On Sunday evening, Feb. 11, a "Magazine Showcase" will be presented by the Joint Committee of the NEA and the Magazine Publishers Association in cooperation with NASSP. This session will feature editors and writers of leading national magazines.

Paul Friggens, roving editor of The Reader's Digest, will present "The Case for Enlightened Sex Education," and Warren J. Rogers, Jr., Washington editor of LOOK Magazine, will give a "Report from Washington." Arthur D. Morse, free-lance writer, will discuss his new book "While Six Million Died--A Chronicle of American Apathy," which will be published by Random House on Feb. 5, 1968. The book contains hitherto unpublished documentation about the failure of America to act in saving the victims of Nazi persecution prior to and during World War II.

Jack Valenti, president of the Motion Picture Association of America, and James E. Webb of the National Aeronautics and Space Administration, will speak at the Tuesday evening (Feb. 13) general session.

Other convention highlights include special luncheon meetings which will feature such speakers as James S. Coleman, professor of social relations, John Hopkins University, and author of Equality of Education Opportunity; Edward J. Meade, program officer in charge of public education of the Ford Foundation; and J. Clayton Lafferty, consulting psychologist from Detroit, Mich.

The meeting will end on Wednesday (Feb. 14) after a business meeting and election of new officers.

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1/19/68

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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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FOR RELEASE AT WILL

Principal as "Man in Middle" Major Topic
Of National Group's Meeting, Feb. 10-14

WASHINGTON, D. C., Jan. 19--Today's high school principal is faced with a dilemma. He is caught in the middle--between militant classroom teachers on the one hand, and school boards on the other.

As teachers demand action on their grievances, the principal's predicament is compounded because too often he doesn't have the authority to resolve them.

These problems, as relations become more strained between principal-teacher and principal-teacher-school boards, are a major concern of the National Association of Secondary-School Principals (NASSP) which opens its annual convention in Atlantic City, N. J., Feb. 10.

Some 10,000 delegates are expected to attend convention sessions in Atlantic City's Convention Hall through Feb. 14.

The convention theme, "The Strategic Role of the Secondary School Administrator," reflects the Association's concern. Speaking to the principals at the opening general session will be Peter F. Drucker, professor of management at New York University. Drucker is an internationally known management consultant and author of The Effective Executive. His topic for this meeting: "Decision-Making and the Effective Executive."

Other topics in this sensitive area scheduled for discussion during the four-day meeting are:

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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

- The Principal and Teacher-School Board Negotiations--speaker is Alexander Taffel, principal of Bronx High School of Science, New York City.

- The Emergence of Teachers as Power Wielders in Educational Policy and Regulations: Implications--speaker is NEA President Braulio Alonso, principal (on leave 1967-68), King High School, Tampa, Fla.

- Superintendent-Principal Relationships: Some Constructive Observations--Panel discussion with principals from the Thornton Township (Ill.) High Schools.

Delegates will get a change of pace in other general sessions as Secretary of State Dean Rusk, heading a roster of distinguished speakers, addresses the group on Saturday evening, Feb. 10.

On Sunday evening, Feb. 11, a "Magazine Showcase" will be presented by the Joint Committee of the NEA and the Magazine Publishers Association in cooperation with NASSP. This session will feature editors and writers of leading national magazines.

Paul Friggens, roving editor of The Reader's Digest, will present "The Case for Enlightened Sex Education," and Warren J. Rogers, Jr., Washington editor of LOOK Magazine, will give a "Report from Washington." Arthur D. Morse, free-lance writer, will discuss his new book "While Six Million Died--A Chronicle of American Apathy," which will be published by Random House on Feb. 5, 1968. The book contains hitherto unpublished documentation about the failure of America to act in saving the victims of Nazi persecution prior to and during World War II.

Jack Valenti, president of the Motion Picture Association of America, and James E. Webb of the National Aeronautics and Space Administration, will speak at the Tuesday evening (Feb. 13) general session.

Other convention highlights include special luncheon meetings which will feature such speakers as James S. Coleman, professor of social relations, John Hopkins University, and author of Equality of Education Opportunity; Edward J. Meade, program officer in charge of public education of the Ford Foundation; and J. Clayton Lafferty, consulting psychologist from Detroit, Mich.

The meeting will end on Wednesday (Feb. 14) after a business meeting and election of new officers.

1/19/68

Jan 12, 1968

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FOR IMMEDIATE RELEASE

Broader Federal Support of Schools
Asked By Six Major Education Groups

WASHINGTON, D. C., Jan. 12--Representatives of six principal education organizations today asked the Johnson Administration to press for a stepped-up program of federal aid to help solve urgent problems in elementary and secondary schools, including increased aid for large cities and funds for school construction. If enacted, the proposed legislation would affect a substantial majority of the national population.

The recommendations were developed during a two-day Washington conference of the American Association of School Administrators, Council of Chief State School Officers, National Association of State Boards of Education, National Congress of Parents and Teachers, National Education Association, and National School Boards Association.

While advocating such earmarked aid, channeled through state departments of education, the legislative conference stressed that federal participation should primarily be through general support to the states, with few strings attached. Avoidance of federal control was a recurring theme during the meeting, although the participants agreed that some categorical programs serve national interests.

A delegation presented the 12 recommendations to John W. Gardner, Secretary of Health, Education, and Welfare. The recommendations are intended for consideration ultimately by President Johnson and the 90th Congress.

Dr. John M. Lumley, NEA assistant executive secretary for legislation and federal relations, speaking for the six educational groups, said:

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"Despite the greatly expanded role of the Congress in providing federal aid for education in recent years, there is still a long way to go if all of the nation's 53 million school children are to receive the equal educational opportunities they rightly deserve.

"The federal effort for elementary and secondary education must continue at an accelerated pace and the most urgent educational needs of the country can be met only through adequate U.S. funding, and improvement and consolidation of existing federal programs," he added.

In addition to broad general federal aid, the conferees called for specific aid to support education in large cities through "a substantial categorical aid program."

The conference also urged federal assistance for construction of public schools and related facilities where state and local funds are insufficient. Location and planning of the buildings would remain a local and state decision, the group emphasized.

The organizations also recommended to the federal government:

- Increased funding for vocational and technical education, with these programs operated within comprehensive high schools wherever possible, rather than in separate vocational-technical schools.
- Additional funds for education of persons who have not completed high school.
- Financing of American overseas dependent schools, from kindergarten through high school.
- Early passage of legislation to provide for judicial review of the constitutionality of federal aid programs.
- Full funding of all education programs already authorized by Congress.

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FOR RELEASE AT WILL

Teacher Discontent Will Receive
Close Attention at AASA Meeting

WASHINGTON, D. C. , Jan 15--Widespread teacher discontent in this country will be very much on the minds of their workaday bosses as some 30,000 school superintendents and other educators gather at Atlantic City Feb. 17-21 for the 100th annual conference of the American Association of School Administrators (AASA).

Some 26 discussion groups are keyed to superintendent/teacher/schoolboard relationships, professional negotiations, sanctions, and teacher strikes. Another 22 groups are themed to the urban problems, violence, and racism which increase the teacher's on-the-job frustrations.

Two nationally-known urban experts, a college president, the U.S. Commissioner of Education and two congressmen, speaking in general sessions, will touch on these problems and also on the role of the federal government in helping to solve them.

Daniel P. Moynihan, director of the Joint Center for Urban Studies sponsored by the Massachusetts Institute of Technology and Harvard, speaks on the problems of violence at the opening session Saturday afternoon, Feb. 17.

Whitney M. Young, Jr., executive director of the National Urban League, will discuss education and the racial issue as a "challenge and opportunity" Saturday evening.

Brandeis University President A. L. Sachar will probe the role of "responsible dissent" at the Sunday morning session, while Monday evening's general session will

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feature a discussion on federal funding of education by U. S. Rep. John Brademas (D-Ind.) and U. S. Rep. Albert H. Quie (R-Minn.)

Education Commissioner Harold Howe II is scheduled to address the convention group on Wednesday morning. Other general session addresses will be made by Robert Jastrow, director, Goddard Institute for Space Studies (Monday morning); and CBS National Correspondent Eric Sevareid (Tuesday evening).

Also taking part in general sessions will be President Braulio Alonso of the National Education Association (Tuesday morning); President Ruth Mancuso of the National School Boards Association (Monday night); and President Elizabeth Hendryson of the National Congress of Parents and Teachers (Tuesday night).

Awards for distinguished service in school administration will be made on Tuesday night to George S. Counts, distinguished visiting professor, Southern Illinois University, Carbondale; Joe L. Gettys, superintendent of schools (ret.), Oskaloosa, Iowa; Kenneth E. Oberholtzer, superintendent of schools (ret.), Denver, Colo.; and Guy B. Phillips, professor of school administration (ret.), University of North Carolina, Chapel Hill.

Other awards by the Associated Exhibitors will be given Wednesday night to Harmon A. Baldwin, graduate student at Indiana University, Bloomington; Edwin N. Jones, superintendent of schools, Covina Valley, (Calif.) Unified School District; and Russell W. Meyers, staff associate, Midwest Administration Center, University of Chicago.

AASA resolutions will be discussed at an open hearing Monday morning and acted upon Wednesday morning. The Resolutions Committee is chaired by Superintendent Howard C. Seymour of Phoenix Union (Arizona) High School system.

In addition to the 10 general sessions over which AASA President William H. Curtis of Manchester, Conn. will preside, there will be 16 large section meetings on Sunday afternoon and some 150 discussion groups and "meet the expert" sessions throughout the rest of the week covering the entire spectrum of education from school architecture to technology, and including every facet of curriculum.

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Two other traditional facets of the annual meeting virtually constitute "conventions" in their own right--the massive multi-million dollar educational exhibit displayed in five acres of floor space by some 700 firms and organizations which produce tools for teaching and learning, and the extensive series of some 120 closed-circuit TV programs on current educational issues produced by the Association and aired during the hours when the convention proper is not in session.

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FOR RELEASE: 11 A.M., Tuesday
January 9, 1968

NEA Asks $6 Billion
To Curb Teacher Revolt
And Stem Summer Riots

WASHINGTON, D. C., Jan. 9--The National Education Association said today it will call on Congress to approve a bold $6 billion "urgent needs" program aimed at curbing a national teacher revolt and providing a comprehensive education program to stem the tide of summer riots.

Braulio Alonso, president of the million-member organization, said the proposed legislation would provide basic grants to each state of $100 per school-age child (5-17 years). At least half of this money would be tagged for increasing teacher salaries and attracting additional qualified persons into teaching. The remainder would support new or expanded summer programs in riot-prone ghetto neighborhoods and other areas, preschool offerings, post-high school programs, and other vital educational undertakings. The proposal would affect 53 million school age pupils.

"The hour has come," Alonso declared, "for a major escalation of the nation's commitment to quality education for every pupil in America. More than one-fourth of all our people now are in the school-age category. From this group, unfortunately, stem some of the most troublesome problems plaguing our land, but with this group rest our best hopes for a better tomorrow. We must wage a total war, not a limited one, against those problems that shackle education and deprive our children of their birthright."

Alonso noted that the sums which the NEA proposal would provide for summer programs and other educational activities selected by the states could be invaluable in helping ease the problems of the tense and sometimes turbulent inner cities.

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The NEA last July passed a resolution on "Urban Educational Problems" which declared: "The tragedy of widespread misery, blunted aspirations, and wasted talents continues, and the alienation of many disadvantaged Americans from society bodes ill for the nation's strength, unity, stability, and progress."

Alonso stressed that summer programs geared to urban areas would be only one of many priorities for which a state might choose to use its program money.

Noting that quality teachers are the prime factor in quality education, Alonso pointed out that the proposed legislation also underscores the recruitment and retention of top-notch teachers. This could be accomplished by boosting salaries of qualified teachers; reducing the burdensome size of classes by luring additional teachers into the field; freeing teachers for professional tasks by providing teacher aides; and by expanding and enriching school programs, a deep concern of teachers.

The legislation would, for the first time, provide large general or unearmarked funds to the states to be used according to their special needs. Each state, however, would be required to submit a plan for approval to the U. S. Commissioner of Education, showing how it proposed to use the funds for improving the teaching situation and for selected educational programs. An annual progress report would also be made to the Commissioner.

Supplemental grants, estimated at up to one billion dollars a year, would assist states having low personal income per student, thus helping equalize educational opportunities across the nation.

Alonso emphasized that state and local effort would have to be maintained in order for states to share in any part of the 3-prong program--improving teacher salaries, providing stronger educational programs, and equalizing educational opportunities. The legislation would become effective in fiscal year 1969.

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The legislation, more than half again as large as any education bill yet passed by Congress, would supplement--not replace--the existing federal categorical or earmarked programs, including the $3.9 billion Elementary and Secondary Education Act. The federal government now provides about 8 per cent of the nation's school tax dollar, whereas many leaders in education and legislation believe the government's share must rise to at least 25 per cent within a few years.

Discussing the urgent need for the "breakthrough" the NEA is proposing, Alonso asserted that today's teachers are definitely determined that education, as the real cornerstone of our democracy, be measurably improved.

As evidence of this determination, Alonso pointed out that teacher strikes; sanctions against school boards, mayors, governors, and other officials; mass resignations; and other forms of vigorous protest have been gaining momentum.

Kentucky, New York, Michigan, Georgia, New Hampshire, Connecticut--in these and many other states teachers have recently been flexing their muscle in demanding what they believe is right, such as a greater voice in educational policy and more adequate teaching materials, as well as better teaching salaries. In Florida, 35,000 teachers gathered in one gigantic rally last August to protest the deterioration of Florida education. More than 30,000--the majority of all Florida teachers--have signed resignations which will be submitted en masse March 1 if the educational climate has not cleared.

"American teachers have only begun to fight--this is the beginning of a real revolution," Alonso, a Florida high school principal, declared. "Today's teachers are more aggressive, more alert, more knowledgeable. Their commitment to action to improve education is unparalleled in history."

Part of this commitment--but only one important part--is to receive a fair "slice of the pie" in our affluent society.

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The NEA in Minneapolis last July approved a resolution recommending an $8,000 minimum for beginning instructional staff members, with a maximum of at least $16,000 for experienced staff. Estimated average salary for classroom teachers throughout the nation this year is $7,296. An "average" teacher, the NEA has found, is 38 years old, has a bachelor's degree, has taught nearly 12 years, and works 47 hours a week at school and school-related activities.

The U. S. Bureau of Labor Statistics recently said that the head of a city family of four must spend $9,191 a year to have a "moderate" way of life. This is about $1,700 more than the average salary for a male teacher and is even $180 more than the estimated total annual income of a male teacher when summer jobs, moonlighting, and all other income are included.

Engineers. physicists, and attorneys, the NEA reported last May, received about twice the salaries of public school classroom teachers. Accountants and auditors were being paid about 40 per cent more than the teachers.

"If our children are not to be shortchanged in education, we must do considerably better by our teachers," the education association official emphasized. "Unless we do better--and soon--teacher frustration and unrest may swell into widespread revolt."

Emphasizing the importance of the proposed equalization supplements, Alonso observed that teaching salaries are twice as high in some states as in others. The estimated average annual salaries of elementary school teachers in California are $8,550 and in Alaska (with its higher cost of living), $9,344. In Mississippi, on the other hand, the average is only $4,505 and in South Dakota, $4,610.

"Children must no longer be penalized by the geographical accident of birthplace," Alonso said.

1/8/68

Jan 4, 1968

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

Humanities To Be Stressed In Tomorrow's Schools

WASHINGTON, D. C.--Because of the increased use of computer technology in the classrooms, one would expect a resulting de-humanizing effect. On the contrary, say many educators, the latest trend is to step up the number of courses classified as the humanities, and one educator claims "humanities courses are so numerous now, that they may be called 'the wave of the present.'"

Charles R. Keller, educational consultant, describes this new curriculum development in the January issue of the NEA Journal, official publication of the National Education Association. Paraphrasing Robert Frost, he contends that "if young people are to have a lover's query with the world...they need the humanities."

Humanities embrace literature, languages, music, art, philosophy, and history. As one writer once phrased it, the humanities are "those activities that label us as human." They are courses that wring from the student the curiosity, creativity, and self-understanding that separates him from the robot and the beast. Keller describes how low-achieving seventh graders were intellectually stimulated by their study of art, music, and poetry which clarified eras and areas of the world as no rote memory recital of facts could ever have done.

"Place students in the midst of ideas and they will learn; place them in the midst of facts and they will memorize," Keller observes. The old teaching theories of "restraint, rote memory, and regurgitation" are a thing of the past, Keller says, and youngsters today are learning through familiarization with people, their ideas, their creative by-products.

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WASHINGTON, D. C.--The noted French essayist Montaigne once observed: "If you don't arouse the appetite and affection (for learning), you make nothing but so many many asses loaded with books." Some educators today wonder if 50 to 65 percent of the nation's children are heading in that direction.

The January issue of the NEA Journal, official publication of the National Education Association, features a series of articles on what they call the "faceless children--that vast army of average, non-belligerent, relatively well-balanced youngsters who outnumber the deprived and exceptional children, but may be getting short changed in the nation's schools."

"We are so busy helping the poor students and spurring on the gifted that the great middle group is vastly neglected," according to Jean E. Mizer, guidance director at the Blaine County Schools, Hailey, Idaho. "Is it possible that the standard curriculum in the standard pattern of the standard school is creating the standard average? Is deadly conformity, reinforced by the stigma of failure and suppression of creativity, enforcing just-get-by functioning upon the sensitive, the unawakened, and the fearful?" she asks.

She urges that teachers stop branding these youngsters with three-year-old IQ scores, and that stereotyped thinking about "average" children be revamped so that they can have pride in their importance "as a member of the indispensable group on which our democratic society is built."

Ability grouping--a controversial issue in any case--is even more complex when viewing the average child. J. Wayne Wrightstone, assistant superintendent, Office of Educational Research, Board of Education of the City of New York, offers the pros and cons on ability grouping. "The research discussed so far bears out the thesis that the simple solution called ability grouping cannot meet the varied abilities and needs of the average child," he says. In any event, "Data regarding the effects of ability grouping upon the personal characteristics of pupils are so inadequate or subjective that no valid conclusions can be drawn."

The word "average" has fallen into such ill repute that even children apologize for being a "C" student, according to Mary Alice White, professor of psychology and education, and Ann E. Boehm, research associate at Teachers College, Columbia University. The "A's" and "F's" communicate specific grade levels, they point out, "But the pupil who receives 'five wrong,' which could represent either a good or poor grade, may be in a difficult position to assess where he stands. Both educators call for more precise grading, and greater communication between child and teacher.

The theory of supply and demand might lead some to believe that more counseling attention should be given the below average and above average child, rather than the middle group which appears not to need extra attention. Not so, says Carl O. Peets, dean of boys, Scarsdale (N.Y.) High School and Lester J. Schwartz, assistant professor, Department of Education, Queens College, Flushing, N.Y. Much of the blame for the apathy and indifference on the part of average children must be shared by parents who either push their youngsters beyond their capabilities, or tend to ignore them because they do not seem to have a problem.

With the best of intentions parents may yearn to see their son in an Ivy League setting, but if academic superiority is not the youth's forte, the result may create frustration and failure, they point out. Ideally the counselors should meet with parents of average children, to help them evaluate their youngsters capabilities. Once the child is clearly understood, and the parent is aware of his potentials and restrictions, the counselor can help guide the student into channels where self fulfillment, pride, and achievement are developed, Peets and Schwartz conclude.

1/4/68

Mathematics teachers "are like backers of a Broadway play waiting out the anxious interim between the final curtain of opening night and the first editions of the next day's reviews," according to Dr. Francis J. Mueller, noted mathematician, author, editor, and lecturer.

Mueller reviews the past, present, and future of mathematics teaching in the January issue of the NEA Journal, official publication of the National Education Association. "New math," he notes, is not an "educational side effect of Sputnik" since elements of the system had already been noted in the early 1940's. What is new is that by 1960 new math had spread upward into higher education and sifted down into elementary levels.

He predicts that among the several revolutions in today's mathematics teaching there is increasing interest in education rather than in the actual subject. "The next revolutionary wave to wash over mathematics education, I think, will put much less stress on mathematics, and much greater stress on education," Mueller says. "How does one learn mathematics? How can we select mixes of content from the growing body of knowledge to better suit individual aspirations? These are likely issues of the next revolution in school mathematics; moreover, I am convinced it is much closer than most people in education realize," he concludes.

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